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ABSTRACT

In 1980, the Ontario Indian Education Council with the cooperation and assistance of the Association of Iroquois and Allied Indians, Grand Council Treaty No. 3, Grand Council Treaty No. 9, and the Union of Ontario Indians undertook to consult the Indian people of Ontario on the proposed Post-Secondary Education Assistance Program (E-12) guidelines. Twenty-four recommendations reflect the will of the Indian people obtained by various interactions (interviews, workshops, and historical analyses). General recommendations for implementation to the guidelines are: (1) preamble to guidelines should clearly state post-secondary education is a right and not a privilege, and the federal government has responsibility to fund Indian students in higher education; (2) delete residency requirement for eligibility to financial assistance; (3) lengthen time permitted for funding to obtain any degree; (4) submission of student records should not be required to obtain funds; (5) broaden status of student's dependents; (6) describe functions of the Receiving and Sending Counsellor; and (7) the Occupational Skills Training Program should be retained under non-discretionary education funding and training weeks increased to 160. (ERB)

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REPORT

AN ASSESSMENT OF THE POST SECONDARY EDUCATION ASSISTANCE PROGRAM

AND

THE OCCUPATIONAL SKILLS TRAINING PROGRAM

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RC 013733

A Consulation Report
The Ontario Indian Education Council
Toronto, Ontario
March, 1981

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ACKNOWLEDGEMENT

The Department of Indian Affairs issued the Consultation Draft on the E-12 Guidelines in late September, 1980. It stated the consultation process had to be completed and ready for submission to senior department officials by February 15, 1981. Thus the department allowed four months for 300,000 Indian people across Canada to be consulted on a complex document which directly or indirectly affected all of them.

Ontario has the largest status Indian population in Canada. 68,000 status Indians living in cities, towns as well as on 120 reserves around the province had to be consulted. There are four Indian organizations of varying sizes which often hold different views and have different needs, yet a unified Ontario Indian position was required by the NIB as well as DIA.

The Ontario Indian Education Council, with a staff of only 3 delegated by DIA and the Directors of the Council to present the final Ontario position. This report is the product of that delegation.

The Council would like to thank all those involved in making this report a reality. We would especially like to acknowledge the Education Officers of the four organizations, Mr. Gord Peters, of the Association of Iroquois and Allied Indians, John Kelly of Treaty 3, Donna Whetung of the Union of Ontario Indians, and Les Louttit of Treaty 9 who worked tirelessly in creating and overseeing the workshops, interviews and general feedback on the proposals. The Council would also like to thank the students, regional representatives, Band Councillors, education committee personnel and the individual Indian people who took time out from their daily lives to express their opinions or assist in the whole consultation process. Without their efforts, there would be no report.

Finally a special note of gratitude should be directed towards Ann Chalmers acting Education Director at NIB who undertook the national consultative process without complaint under obviously arduous circumstances.

"The fact that Indian Education is a responsibility of the Federal Government remains and is well accepted by Indian people, however the control and administration of Indian education is a function that Indian people can very well perform, and this remains as the ultimate objective for all Indian people."

From the Treaty 3 position paper on the PSEAP.

MAJOR RECOMMENDATIONS

A/ THAT THE POST SECONDARY EDUCATION ASSISTANCE PROGRAM AND THE OCCUPATIONAL SKILLS TRAINING PROGRAM BECOME ONE EDUCATION PROGRAM.

B/ THAT THIS PROGRAM BECOME THE OFFICIAL ONTARIO INDIAN EDUCATION SUPPORT PROGRAM (CHAPTER V).

C/ THAT DIAND BECOME ENGAGED IN OCCUPATIONAL SKILLS TRAINING OF INDIAN PEOPLE ON A FULL TIME BASIS

I

INTRODUCTION

An Assessment of the PSEAP and OSTP Guidelines

This report presents the result of extensive consultation conducted by the

Union of Ontario Indians
Association of Iroquois and Allied Indians
Grand Council Treaty No. 3
Grand Council Treaty No. 9

regarding the proposed Post-Secondary Education Program and the Occupational Skills Program of the Department of Indian and Northern Affairs. This study presents the results of this evaluation and the requirements as identified by the Indian people of Ontario.

The specific objectives of these consultation processes were as follows:

- to assess the proposals of DIAND to determine whether the position and policies are appropriate
- to similarly assess the present aims and objectives of the Indian people
- to recommend changes in policies, operating methods and procedures that would more effectively serve native people.

The processes, data and conclusions of the Ontario Indian Organizations were submitted to the Ontario Indian Education Council. The analysis, conclusions and proposed courses of action are described in the chapters which follow.

The range of awareness of the Educational Skills Program and the Post-Secondary Education Program by native people is substantial. It varies from zero to complete knowledge of all details of stated and implied policies. The extensive knowledge was generously shared.

We learned from our survey that public awareness amongst the native people consulted is low. Peoples are inadequately informed of the policies of DIAND and even less aware of the proposed changes.

This low awareness is a concern if the objectives of DIAND are the growth, education and development of Indian people in the broadest sense of the word. We estimate that about 20 percent of the persons involved with the consultation were fairly knowledgeable about the educational policies and programs. Only 10 percent were aware of the proposed changes.

The directors of OIEC achieved suitable communications with the intended audience of the consultation process, i.e. the Indian people of Ontario. The effectiveness will utimately be measurable in the responsiveness of DIA to the collective representation which will be submitted by NIB.

The intended audience is the government and the ultimate beneficiaries are the Indian people involved in post-secondary education and occupational skills training.

The True Consultation Process

In itself the processes of consultation serve community and educational development and an increase in participation and awareness.

Looking to the future, the Indian people believe that they stand at a cross roads, particularly now that the philosophy of Indian control is established. Many see Indian people assuming many of the functions which DIAND originally performed. The alternative of consultation is a basic desire Indian people have requested for many years and it is their fervent wish that this trend be continued. The historic alternative in which native people were merely the recipients of policy does hardly behoove a modern and progressive society.

A true consultative model of operations does imply ongoing development under the leadership of professional educators.

If you decide to move into this direction you will probably encounter resistance from special interest groups in the community and within

the government. Yet none of these can claim to represent the Status Indians of Ontario as a whole. They are concerned with specific sectors of interest and jurisdiction thus it should be possible for them to operate in harmony. This would bind all parties but there would be special interest affiliations.

In our view the activities of Post-Secondary Education and Occupational Skills training can only be handled satisfactorily by increased input of the Indian people. The relative lack of structure to do this is a concern to be attended to.

Improved effectiveness cannot be achieved by DIA alone or the Indian people alone. It is a co-operative process and an ongoing part of the consultation processes introduced as part of the formal planning of this project.

The Effectiveness of the Consultation Process

We define "effectiveness" as the extent to which one achieves objectives or other intended effects. Effectiveness thus is a relative measure; there is no absolute standard of effectiveness. The effectiveness of the consultation process can only be measured in light of the limitations and actual activities which take place in the field It was not possible for DIA or the directors of OIEC to formally define the goals in terms of outcome. The general intent inferred was to have as much input as possible. This by the most suitable means and methods given circumstances and resources.

If we measure the effectiveness by means of the energy, input and work processes of the last few months we deserve full credit. If we measure effectiveness in terms of cost we again deserve full credit. Much was achieved in the time and with the financial resources. It was a true process of learning and development. However, if we measure effectiveness in terms of future needs for ongoing consultation and in terms of further potential we can only conclude that the surface has been merely scratched. Continuity and follow up are essential if our efforts

are to be judged effective. DIA has to respond positively if this all has to be judged as such. Assurances and guarantees of this are beyond the scope of this study. Our efforts are wasted lest NIB gets the message of the Indian people of Ontario across to the Federal Government.

II

METHODOLOGY

Consultation Approaches

The Ontario Indian Education Council was the processing center for the consultation on the E-12. Each organization had its own methodology which can be displayed graphically as below:

	AIAI	TREATY 3	UOI	TREATY 9	OIEC
Workshops	*	*	*	*	*
Interviews			*		
Historical Analysis					*

The reports produced by the four organizations are contained in chapter four. In this chapter we are only interested in how the reports were formulated.

Association of Iroquois and Allied Indians

The AIAI held their workshop from December 15 - 19, 1980. In attendance were band councillors, social counsellors, representatives of the Education Committees and student representing all the bands in the organization. Gord Peters, Chairman of OIEC and Education Officer for AIAI, was the Co-ordinator for the workshop. Dr. Frits Schotte was an observer at the proceedings.

The discussions were extensive. Each article in the E-12 proposal was thoroughly analysed. The product of this analysis can be viewed in chapter four. The alternatives proposed in this document reflect both a broad-based viewpoint and demands that are centered on reason and moderation.

Grand Council Treaty No. 3

Although smaller than Treaty 9, the problems of community remoteness are similar. John Kelly is the education representative for the Grand Council. He decided that those most directly affected by the E-12 guidelines should have the ultimate say on them. Consequently a workshop was held and the students discussed, debated and eventually drafted the report incorporated in chapter four.

The report has an excellent preamble and clear, concise remarks on the guidelines which most concern them. The Council appreciated this approach since its process described later was greatly simplified.

Union of Ontario Indians

As the largest Indian organization in Ontario with bands spread all across the province, it was necessary that its consultation process was the most extensive.

On November 10, 11, 12, 1980 a workshop was held at the Union's Headquarters in Toronto. At the workshop were representatives from each region, students associated with Union bands as well as staff members from the OIEC. Donna Whetung co-ordinated the workshop.

Deadlines, objectives and an exgesis of the E-12 guidelines were discussed. It was decided that the representatives from each region would undertake to go to each band or arrange to have meetings with a collection of bands to discuss the E-12. In order to have a uniform system to allow easy computation of data, a model E-12 guideline response form was devised. An example of this form is found in the appendix to this report.

After the interviews and band workshops had been completed and the forms filled out, they were sent to OIEC. There the data was computed to determine majority opinion among Union bands as to what was acceptable, what was to be rejected and what was to be altered on the E-12 guidelines. The procedure to determine this is explained in the Section dealing with Council methodology. In addition, other workshops were held.

The final position taken by the Union of Ontario Indians' bands is contained in chapter four.

Grand Council Treaty No. 9

The area of Treaty 9 is roughly as large as the Union's but the communities are far more remote. In addition Treaty 9 does not at the present time have an official Education Officer thus compounding the problem of a consultation process which had severe time constraints. Under these conditions the achievements made by Les Louttit must be considered praiseworthy.

A workshop was held on January 13, 14, 1981 at Northern College in Timmins. Students representing bands across northern Ontario attended. Again after much discussion and debate resolutions and recommendations were formulated. The results of this workshop were sent to the Ontario Indian Education Council.

In addition to the students' activities, the Northern Native Education Council was also involved in the consultation process. As with the other organizations, Treaty 9's recommendations are to be found in chapter four.

Ontario Indian Education Council

The Council has been involved in the consultation process from the outset. As the organization which was required to present the Ontario Indian's position on the E-12, it had to synthesize the data coming from both the most remote as well as the most urban communities. The final recommendations must have reflected a broad consensus.

In order to achieve that consensus the Council staff had to undertake a number of steps. The first and foremost of these steps was to analyse all the previous documentation available on the history of post-secondary education assistance. In order to deal with the present E-12 guidelines, a sound understanding of the historical process was necessary. The results of this analysis are evident in the following chapter under the titles of the history and chronology of the E-12.

After this initial step had been taken, it was necessary to study the original E-12 guidelines. It was felt the most useful approach to assess the original guidelines was to compare them with the revised guidelines. This was done. The analysis can also be viewed in the following chapter. Attached to the above is an assessment by the OIEC of the present guidelines based upon all the aforementioned inputs.

These preliminary steps set the stage for the data from the other organizations. The problem was for the staff to be as objective as possible in assessing sometime contradictory demands on various aspects of the guidelines. It was decided to set up a matrix utilizing a numerical system of 1 to 5. These numbers were to be interpreted as follows:

1 - Acceptance without condition

2 - Rejection without condition

3 - Change fundamental alteration is required

4 - Addition - an additional sentence or paragraph without fundamentally altering the intent of the section

5 - Deletion - dropping of a sentence or paragraph without fundamentally altering the intent of the section

Since each of the organizations sent in a report that had specific comments about specific paragraphs, a number was attached to that paragraph according to where the comment fell in the categories outlined above. For example the Treaty 3 report has recommended the word "Canadian" be deleted from Section 2.2A. Thus it would look like (diagram A). Further on the report requests that 4.2B be completely removed, thus (diagram B) and so on.

	Treaty 3
2.2 A)	5

(Diagram A)

	Treaty 3
4.2 B)	2

(Diagram B)

Obviously certain assumptions had to be made. If no comment was made on a certain paragraph, it was assumed to be acceptable to the group. If questions were posed about a certain paragraph, but no alternatives were made, then it was assumed the paragraph was rejected. Some of the organizations suggested major additions to the end of the guidelines, a 4 was placed on the last paragraph to indicate this. Finally some judgemental decisions were made. For example most of the organizations objected to the number of "student weeks" allotted for each degree. They presented alternative weeks without changing the wording. The Council viewed this as a fundamental change in the meaning of the paragraph and listed it as such (3). However, generally-speaking the Council felt the categorization was objective and straight forward. The results of this process are found in the appendix.

The recommendations contained in this report are based on this process. It was assumed each organization had equal say on the E-12. Where there was unanimity or majority agreement on an addition, delecion, change or rejection, it was translated into a recommendation. Where there was no agreement, the Council makes no comment. Each organization's comments can be read in their respective attached reports. The Council's position is only considered where there was an even split on two options and the Council favoured one of these options. The recommendation made based on such a decision has a caveat included.

This same methodology was used for the Union reports which were sent to the OIEC. However the Council had no input in this other than articulating the generally agreed upon recommendations. An example of the process can be found in chapter four.

III

DATA

Limitations

It was difficult to extract a formal statement of goals regarding the post-secondary education programs and the occupational skills program. There is an unwritten and informal understanding of the general educational objectives and policies of DIAND. However, when asked if the Indian people fully understood the programs and proposed changes much ambiguity became apparent. In the absence of a formal statement of goals, the lack of operating plans and the unavailability of reference reports the consultation became truly grass roots education process.

The Directors of the Ontario Indian Education Council had to fully present the accountability model by which DIAND at present operates and the existing material was thoroughly analysed in regional workshops. This process was extended until the objectives of DIAND were clearly defined. This resulted in the assessment of,

a) the proposal for change
b) the effectiveness of DIAND programs
c) the implications of the changes
d) the objections.

Our assessment is,

a) a report on the effectiveness of the consultation
b) an analysis of the collated results of the data submitted by the native people.

Data gathered for this study include survey materials, summary reports or workshops, interview data and historic information gained from literature and policy documents pertaining to the programs. Materials drawn upon are varied and the main sources are placed in the appendix.

Each of the four status Indian organizations conducted the consultation process in accordance with their unique circumstances and perceived needs. Since the working conditions, state of readiness to participate, and physical conditions are very diverse, the approach to the study had to be diverse. This is in return reflected in the method in which the data was submitted and analysed.

Finally the analysis of this report highlights the common denominators and common concerns which emerged inevitably from the native people of Ontario.

Limitations and the value of the summary as prepared by OIEC should be acknowledged. Therefore the data as submitted by each of the participating groups has been wholly included.

It should be used as reference materials if the unique position of each of the Ontario Status groups needs to be highlighted. It is anticipated that this summary report represents in part uniform agreements but that differences of opinion between Ontario Status Indian Organizations and bands will be many. This diversity can be expected and it is understood that it is a unique and fully acceptable attribute. Ontario Indian organizations provide opportunities for many Indian people to provide input in plans and policies. Agreements will exist, complementary positions will be generated. Conflicting philosophies, goals and views on the responsibilities of the Indian people or DIAND may well emerge.

The activities in many ways are dictated by the particular philosophy adopted by the different directors of OIEC. This potential exists and is legitimized by virtue of the directors representing their unique constituent organization.

In keeping with this, the responsibilities and roles played by the four directors of OIEC is therefore different in part.

The terms of reference for the field workers and Directors of OIEC included maximum possible involvement of Indian people. This included Band members, Chiefs and Councils, education officials, and School Committee members as well as students. The extensiveness is for reasons of the benefits which would accrue from full community participation.

The mandate of the Directors of OIEC simply consisted of expectations to consult with their constituents as fully as possible given the limitations of resources and time constraints.

The role of OIEC was to compile a report from the data which was provided. It was further expected that this report will be used by DIA as a working document for future planning. The model of this project and the consultation processes are a most effective method of reaching the grass roots community and assuring that the opportunity for Indian people to have input in decisions affecting their lives and future, become a reality.

The Right To An Indian Education

Our fundamental policy position on the post-secondary education of Treaty Indians is consistent with the position of our Indian Governments, which is based on the Treaties. Since the signing of the Treaties, Indian Governments have lost or surrendered the exercise of some of their inherent sovereign powers either through parliamentary legislation or the administrative actions of the Canadian government. Besides holding back, or "reserving" land for us at the signing of the Treaties, our ancestors held back or "reserved" certain rights and powers as Indian Governments. These are not mentioned in the Treaty Articles because they were not subject to negotiation.*

One of these rights which was not negotiable was the right to educate Indian children within their own cultural context. The Treaties committed the federal government to financial responsibility for that education with no specific limitations to the amount received.

The E-12 draft, both the original and the revised one, challenge these fundamental tenets of the Indian nations. This paper is designed to highlight the general and specific objections the Indian people have against the guidelines.

*Presentation by the Federation of Saskatchewan Indians to Hugh Faulkner, Minister of Indian Affairs, 1978.

History of the E-12 Draft

The E-12 is an outgrowth of two interrelated phenomenon, one legal, the other demographic. There is a legal commitment which is clearly stated in the Treaties, the Indian Act and more generally in the BNA Act to assist in educating the Indian people. This commitment includes both the physical trappings of the educational process such as teachers, school buildings, educational materials etc., as well as financial assistance to the bands and the students themselves.

The second phenomenon is the increase in the number of Indians in post secondary education. In 1965 there were 3,103 Status Indian enrolled in post-secondary institutions, of them 131 were in university. Ten years later there were 11,103 and 2,071 respectively. This dramatic increase in enrollment in post-secondary institutions presented serious financial problems to the Department of Indian Affairs.

In the past when the number of students enrolled in post-secondary institutions was low, the Department funded students selectively from funds allocated to the vocational and Job-Training Programs. However with a 229.8% growth in Indian students enrollment at universities in the five year period following the base year 1965, the method used was clearly inadequate.

Without ever admitting to a legal commitment to provide funding for university education, the Department had set a precedent and was forced to act on that precedent. In 1972 the Department applied for separate funding from Treasury Board for post-secondary educational assistance. To receive money from Treasury Board, the Department had to submit a policy statement outlining objectives, detailing budget and laying down guidelines for the program. Mr. Al Simpson was the man assigned to prepare the proposal. Thus was born the precursor to the present revised E-12.

In response to the original E-12 draft, otherwise known as the Post-Secondary Education Assistance Program (PSEAP), the National Indian Brotherhood convened a conference in January 1975. Two major criti-

cisms were made by the NIB. One, that the program did not recognize post-secondary education as a right. Two, by demanding students first seek financial assistance from the provinces, the federal government was shifting responsibility for Indians' education to the provinces. These criticisms remain valid five years later. The latest version of the E-12 has different wording but the intent remains the same.

Two other criticisms were made of the PSEAP. First, not all Indian students who wished to attend university were eligible for funding. Second, as guidelines as opposed to rigid rules of procedure, their application could vary from district to district depending on how they were interpreted.

In 1977 the original E-12 was redrafted and sent to Treasury Board for approval. In April 1978, the policy was inplemented. After the process was implemented, the NIB sponsored a meeting of Indian students from across Canada. The students made revisions to the guidelines implemented and submitted them to the then Minister of Indian Affairs Mr. Hugh Faulkner.

The original writer of the guidelines, Al Simpson, was once again used to write the revised draft. It was hoped at the time that he would incorporate the submissions from the Indian people. The revised draft was presented in July of 1980. It is this draft which is under scrutiny.

A Chronological History of the E-12

1972	DIA decides to have post-secondary education policy. Al Simpson directed to draft the policy.
October 1974	DIA sends first draft of E-12 to the NIB.
January 1975	NIB holds conference PSEAP (E-12) Circular. - policy condemned for not guaranteeing education as a right.
1977	E-12 guidelines redrafted, submitted to Treasury Board and accepted.
April 1978	E-12 was implemented by Indian Affairs. - allowed funds to be spent on sending students to post-secondary institutions.
August 1978	Annual Assembly of NIB reaffirms education as a right.
November 16-18, 1978	Under sponsorship of NIB, a national meeting of Indian students to discuss the E-12. An Interim Committee was established.
December 15, 1978	Mr. Faulkner accepts recommendations from students' meeting in November as basis for negotiations on revising E-12. He rejects NIB assertion of education as a right. NIB to advise Indian Affairs staff.
January 25, 1979	NIB staff meet Indian Affairs education staff to discuss strategies for revisions process.

February 21, 1979	Noel Starblanket in a letter to Hugh Faulkner demands a halt to all DIA education policy development until an "Indian development" Indian education policy can be formulated.
March 2-4, 1979	ONEC sponsors E-12 student workshop for Ontario students at the Briar's in Sutton.
May 18, 1979	ONEC sponsored E-12 draft revised after May 17, 1979 Ontario Regional Liaison Council meeting.
June 6, 7, 1979	Regional Superintendent's Continuing Education Workshop in Hull. Agreement to establish consultative process through district as well as to transfer PSEAP into non-discretionary funding.
July 30 - August 2, 1979	All Ontario Chiefs Conference votes ONEC to be strictly a status Indian organization. Transformation from ONEC to OIEC (Native to Indian) slows down Council input on E-12.
August 20, 1979	Revision of ONEC's E-12 draft after consultation with the ORLC on July 27, 1979.
August 29, 1979	ORLC hesitates on acting on ONEC revisions to draft since the latter is undergoing reorganization.
September 26, 1979	Jake Epp sends a letter to Noel Starblanket stating funding of PSEAP is now non-discretionary. Requests an establishment of consultative committees utlizing DIA staff, students and NIB people.

October 12, 1979	Noel Starblanket expresses pleasure at the Minister's desire for complete consultative process. Offers NIB as "the coordinators of a joint NIB/DIA meeting concerning revisions to the program.
December 1979	Letter to Noel Starblanket from Jake Epp. He is pleased with NIB's offer as a coordinator. Feels that concern over CEIS expressed by Indian President George Manuel in a telex (date unknown) is unjustified. He says it is strictly for management to alter IA 1222 and IA 1223 in computerable forms.
February 13, 1980	Noel Starblanket reiterates to new Minister John Munro that the NIB "is interested in assisting direct and ongoing participation between the DIA and Indian people."
March 6, 1980	A letter from the Deputy Minister of Indian Affairs, Paul Tellier, regretting NIB not interested in consultation process as perceived by Indian Affairs. The Department sees process as a steering committee made up of the NIB and other Indian organizations, and Departmental Headquarters and Regional staff. "This is contrary to Indian concept of consultation and the one promised by Jake Epp."
March 15, 1980	Noel Starblanket writes a letter to John Munro outlining the situation as is indicated in the previous two dates. He also complains that

Regional Indian Affairs staff are not co-operating in the consultation process, whatever the reason. Furthermore, no response has been received by Mr. Starblanket for a request of the Minister's directive to the Regions for the establishment of consultation committees. Finally says NIB still willing to co-ordinate consultation process.

July 1980 — Date of complete revised E-12 draft.

August 29, 1980 — Letter from J.D. Nicholson to Del Riley, new elected President of NIB, announces the increases in Training Allowance rate for PSEAP and a workshop on PSEAP guidelines on October 7, 8, 9, 1980.

September 4, 1980 — A letter from Mr. Munro written by Mr. Macintyre explains that a decision by Ministers of the Treasury Board in December 1979 that a lack of standards and criteria as control mechanisms for non-discretionary funding required standards. As a result DIA undertook to develop standards and to recommend School Committees and board be non-discretionary. Letter is response to a request by the OIEC on February 13, 1980 through the NIB president.

September 5, 1980 — Request from Denis Chatain of DIA to Del Riley, for Director of Education of NIB to attend a workshop on September 9, 10, 1980 to develop standards for non-discretionary program in education.

September 15, 1980 — Del Riley rejects request of Chatain because of short notice, lack of protocal and priority of constitutional discussions at the same time.

September 16, 1980	Mr. Nicholson, the ADM of Indian Affairs requests Director of Education of NIB to attend a workshop on the program revision of PSEAP on October 7, 8, 9, 1980. Also attached is September draft of the E-12 revisions.
September 19, 1980	Del Riley replys to Mr. Nicholson saying he has advised representation from PTO's as well as NIB to attend the workshop.
October 7, 8, 9, 1980	E-12 workshop at Indian Affairs in Ottawa. The OIEC Executive Secretary, Donna Whetung, and Gord Peters in attendance. Workshop outlines time limitations on the consultation process. January 15, deadline for process.
October 24, 1980	OIEC meet to discuss consultation process. All object to the timetable as unrealistic. However it was agreed that each organization would develop the consultation process based on a model created by OIEC staff.
November 4-6, 1980	Regional Meeting in Peterborough between DIA and native representatives to discuss E-12 standards.
November 10-14, 1980	UOI holds a workshop on the consultation process. The Executive Secretary and Researcher of OIEC are in attendence.
November 17, 1980	OIEC meeting with E. Harrigan, RDG. Council requests funding for consultation process. Meeting set for November 20, 1980.
November 20, 1980	Regional DIA provides $25,000 for Ontario consultation to be divided amongst 4 organizations.
December 3, 1980	Meeting in Ottawa of PTO education reps to discuss E-12 consultation process.

Critical Comparative Analysis of E-12 Proposals

	Original E-12	Revised E-12
2.1	Status Indian and resident of Canada	2.1 Status Indian and resident of Canada for last 12 months
2.2	a) conditions layed out b) for educational assistance; criticism - only condition should be acceptance by a recognized University b) not applicable in Quebec (Ken Jacobs)	2.2 Same Same
2.4	Funds shall not be intended to pay off personal debts	2.4 Personal funds shall be taken in account to cover educational costs - unacceptable, DIA should provide all funding for education
3.1	Any outside funds will be considered a replacement to federal funding - puts provincial body in responsible position of funding Indians	3.1 Same
4.1	Student month (4 is 1)	4.1 Student Week
4.2	Maximum months - 96 for Ph.D 48 for BA Honors 24 for MA 24 for Ph.D 96 x 4 = 384 weeks Assumption of no failures, question continual attendance being interupted. - inapplicable to Quebec	4.2 Maximum - 140 + 35 (BA Hons) + 70 + 70 = 315 wks short 69 wks or 17 months yet maximum allowable is 280 weeks 4.5 Too restrictive - 280 weeks vs 384 weeks in original draft

5.1 Spouse classified as dependent if earnings less than $2,000. - should be below taxable level	5.1 Same
6.1b Training allowance is identical to Manpower OTA Schedule - what is the schedule	6.1b Training allowance based on DIAND Continuing Education Training allowance schedule what is the schedule
2.4 Retirement of personal debts	1.2b Same
	1.2c Same
	1.2c Same K. Jacobs suggests it be scrapped
6.3 Tuition allowance - Jacobs feels tuition allowance should function under same condition as travel allowance Jacobs wonders about accreditation for courses in transferring from one University to another	6.3 Same -same question - cost of tuition in foreign universities will generally be higher than Canadian ones
6.4a v) Clearly sites travel allowance for foreign university	6.4a v) "nearest Canadian university" ambiguous
6.4b ii) Travel entitlement is after 2 months attendance at university	6.4b ii) travel entitlement is after <u>4 months</u> attendance at university time factor increased 2X before allowing travel
6.4c Travel allowance to home community states "students and their dependents.....can be provided with return transportation to their home community" - emphasis on dependents	6.4c Travel allowance "students....be provided with return transporation only if their dependents are not living with them at the place of study." more restrictive than original - only students allowed funding Jacobs - students should have right to visit who they want at Xmas

6.5 Allowances for regular clothing	6.5 No such commitment for regular clothing
6.6c Requires recommendations for special equipment, clothing from dean, instructor to Receiving Counsellor	6.6 Deleted from original Jacobs suggests basic $250 with additional funding with production of receipts. Otherwise considerable variation in financial need
6.9 Receiving can provide funding to for "child-care for single parent families or for families when both parents are full time students"	6.8 Dropped from July draft - single parent families Included in September draft of consultation
7.2 Provides funding to post-graduate students for tuition, books, travel equal to ½ of the average salary earned by the student in the last 12 months of employment	7.2 Dropped from draft - ½ salary, replaced by: statement of 2 annual incentive grants may be provided for Masters & Ph.D -unclear as to total amount
7.4 24 student months	7.4 70 student wks vs 96 wks for original E-12 - time factor complaint strengthened
7.5 Criticism still places inordinate time limit on study	
8.1 Procedures for application Same criticism	8.1 Procedures for appl. of Ed. assistance Jacobs - more info should be available to secondary school students "The applicant will be required to indicate the program of study and the courses" Jacobs - "actual course selection is not done until after registration The # of courses and programs are important to determine whether the student is full time or part time. Course selection should be responsibility of student and U. only."

8.4 Termination of assistance doesn't provide criteria and who makes decision	8.4b Outlines time factor - too short
8.5b Provides for info brochure	8.5 No such commitment
9.0 Counselling Services - define roles of both sending and receiving counsellors	Non existent!
	9.2a Student appeals
	Jacobs wonders why secondary school principle should hear the appeal
10.3 Appeal board decision is binding "supercedes powers of local Band Council"	9.3 Jacobs makes no comment

Assessment of the PSEAP

It is the opinion of this writer that the revised version of the E-12 is more restrictive than the original PSEAP. Before pinpointing the new limitations determining financial assistance, it is important to re-stress the fundamental weaknesses of the E-12.

First and foremost the federal government does not accept the Indian position that for them education is a right not a privilege. Furthermore, the government will not provide assistance if alternate funding either provincial or private, is available. The federal government continues to try to shift its responsibility to the provinces. As stated earlier, much criticism by Indian organizations was directed at these failings, but nothing has been altered to satisfy Indian complaints.

Indian education as a right and federal responsibility to that right are historically-based political and legal issues. Out of these issues rise the more specific criticisms of the administrative guidelines of the E-12. They fall into two broad categories, time and money.

The change from the original PSEAP is most significant in the time factor. When the first E-12 was drafted, Indian students argued that a funding period of a maximum 48 student months for BA Honors, 96 for a Ph.D, assumed no failures throughout the period of study. They pointed out that the Ontario Student Assistance Plan made no such assumption. In short, the time limit was too restrictive.

In the new draft the time unit has been changed from a student month to a student week. There is a maximum of 280 weeks of financial support. If we assume there are four student weeks in every student month, then there is a shortfall of 104 weeks or 26 months in the revised draft in comparison with the original! It seems evident that the Department made a sham of any previous consultation in the guidelines if such a simple and reasonable criticism was ignored.

Another alteration in the time limit was a student's ability to travel home. In the original draft, a student was entitled to return home for a visit after two months; the revised draft requires a student to have been at the university for four months before he can make a visit home.

The other major time constraint is residency requirements. In the initial draft one had to be a status Indian and a resident of Canada at the time of application in order to obtain funding. In the new draft those conditions remain but included with them is a requirement that prior to applying for support, the student has to have resided in Canada for the last 12 months. (This would prevent any student who went ot the U.S. to work for a few months or who went travelling abroad from receiving funds when he decided to return to school?) This is a forceful example of where guidelines have been tightened instead of loosened, contrary to the wishes of the Indian people.

The other major category is financial. There was a great deal of criticism directed against the insufficient amount of money allocated to support student living expenses. The E-12 draft of the Indian, Metis and Inuit Students Association at the University of Manitoba states, "Students must not be forced to be welfare recipients because of inadequate education allowances, Education is a right, not a 'hand out".

In fact the conditions for assistance in the revised D-12 draft are more restrictive than the earlier one. For example, the new draft makes no specific mention of financial assistance for "regular clothing" for students in need; the first one did. In the original, financial assistance was available for both the student and his dependents to return home at Christmas; the revised draft omits dependents. There was a provision in the original to fund travel to other universities outside Canada, this is no longer specifically stated.

Another limitation to funding in the new draft was the exclusion of an alternative method of computing assistance for post-graduates. The original E-12 had annual incentive grants or it permitted a computation of assistance based on "one half of the average salary earned by the student during the student's most recent 12 months of employment". The money given to the student would be determined by whichever of the two computation methods resulted in greater financial support. The revised draft only allows for annual incentive grants.

Assistance would be given to a student if his spouse or his dependents earn less that $2,000 a year. This figure hasn't changed in the three years between the two drafts. The annual inflation rate for that same period is approximately 10 percent. Therefore the value of the $2,000 which was insufficient to begin with, is now worth 30 percent less in real terms. Furthermore taxes aren't levied on an individual until he earns more thatn $2,890, nearly $900 more than the DIA uses as its base for supplementary assistance. It is clear that a student with dependents could not survive in most centres where universities are located. Overall, the revised draft worsens the financial condition of the Indian student in comparison with the old E-12.

There are a few other points in the new E-12 draft worth mentioning. For instance, although the categories for eligibility for support have been broadened, the commitment to produce an information brochure on how to apply has been dropped. Moreover the new E-12 does not outline the roles of the Receiving and Sending Counsellors whereas their roles were defined in the original. Ken Jacobs, a consultant with the Union of Ontario Indians has made some valid criticisms on the E-12. One of his concerns is the requirement on the application that "the applicant will be required to indicate the program of study and the courses...." He observes, the "actual course selection is not done until after registration. The number of courses and programs are important to determine whether the study is full time or part time. Course selection should be the responsibility of the student and university only.

The PSEAP requirement that students make available transcripts of marks to show academic progress when the funding agency demands, seems an excessive position. University willingness to accept the student should be the only criterion for funding. Other concerns expressed by interested individuals and groups were why the secondary school principal should be on the appeal board, or why the appeal board's authority supercedes that of the local band council.

The criticisms of the details of the revised E-12 are almost endless. The few improvements in the new draft are far outweighed by its greater weaknesses. The question then arises as to what alternatives there are and how to act upon them.

Data Base

The following pages present the raw data for both the position of the Union of Ontario Indians as well as the overall Ontario Indian position. How this data was determined is explained in the chapter on methodology.

ONTARIO ORGANIZATION'S RECOMMENDATIONS

	AIAI	TREATY 9	UOI	TREATY 3	OIEC	TOTAL
1.1	4	4	4	1	1	
1.2 A)	3	1	3	1	1	
B)	2	1	1	1	1	
C)	2	1	1	1	1	
1.3 A)	4	1	1	1	1	
B)	4	1	1	1	1	
C)	1	1	4	1	1	
D)	2	1	1	1	1	
1.4	4	1	1	1	1	
1.5	4	1	1	1	1	
2.0	1	1	1	1	1	
2.1	5	1	5	5	5	
2.2 A)	5	1	2	5	5 *	
B)	3	1	4	1	1 *	
2.3	1	1	1	1	1	
2.4	3	2	2	2	2	
2.5	2	2	2	1	1	
2.6	2	1	4	1	1 *	
1	2	1	1	1	1	
2	2	1	1	1	1	
3	2	1	1	1	1	
4	2	1	1	1	1	
5	2	1	1	1	1	
6	2	1	1	1	1	
A)	2	1	2	1	1 *	
B)	2	1	1	4	1 *	
3.1	3	3	1	2	2	
3.2	3	1	1	1	1	
3.3	2	1	1	1	1	
4.1	1	1	1	2	3	
4.2	3	3	3	2	3	
A)	3	3	3	2	3	
B)	3	3	3	2	3	
C)	3	3	3	2	3	
D)	3	3	3	2	3	
E)	3	3	3	2	3	

TABLE

1 = ACCEPT; 2 = REJECT; 3 = CHANGE (Major); 4 = ADDITION (Minor); 5 = DELETION

	AIAI	TREATY 9	UOI	TREATY 8	OIEC	
4.3	3	3	3	2	3	
4.4	1	1	1	2	1	
4.5	3	3	2	2	3 *	
5.1	3	3	3	3	1	
5.2	2	1	1	1	1	
6.1 A)	3	1	1	1	1	
B)	3	1	1	1	1	
C)	3	1	5	1	1 *	
D)	4	4	1	4	1	
6.2 A)	4	3	1	2	1	
B)	3	3	1	2	1	
C)	3	3	1	2	1	
D)	5	3	1	2	1	
E)	5	3	1	2	1	
F)	2	3	1	2	1	
6.3 A)	4	1	1	1	1	
B)	3	1	1	1	1	
C)	2	1	1	4	1 *	
6.4 A)	3	4	1	5	1	
i)	2	1	1	1	1	
ii)	2	1	1	1	1	
iii)	2	1	1	2	1*	
iv)	2	1	1	1	1	
v)	2	1	1	1	5	
6.4 Bi)	3	1	1	1	1	
ii)	2	1	1	1	3	
iii)	3	1	1	1	1	
6.4 C)	3	1	5	2	3	
D)	3	1	1	1	1	
E)	3	1	1	1	1	
6.5 A)	1	1	1	1	1	
B)	4	1	1	1	4	
6.6 A)	4	1	1	1	1	
B)	3	1	1	1	4	
6.7	1	1	1	4	1	
6.8	4	4	1	1	1*	
7.1	3		1	1	1	
7.2	1		3	1	3	

	AIAI	TREATY 9	UOI	TREATY 3	OIEC	
7.3 A)	3	1	1	5	1	
B)	5	1	1	5	1	
C)	4	1	1	5	1	
7.4 A)	3	3	3	5	3	
B)	3	3	3	5	3	
8.1	4	1	5	1	4	
8.2	1	1	5	1	1	
8.3	1	1	1	1	1	
8.4 A)	5	1	1	1	1	
B)	2	1	3	2	3	
8.5	1	1	1	1	4	
9.1	1	1	1	1	1	
9.2 A)	5	1	5	1	5 *	
B)	5	1	1	1	1	
9.3	2	1	1	1	1	
9.4	5	4	1	1	4 *	

*Where the OIEC position is an assessed factor.

UOI BANDS E-12 RECOMMENDATIONS

DATA SHEET

	UCCM*	GOLDEN LAKE	CURVE LAKE	PARRY ISLAND	ALDERVILLE	UOI*	L.W.*	UOI
A	1	3	3	1	1	3	3	3
B	1	1	1	1	1	1	1	1
1.1	4	1	1	4	1	1	4	4
1.2 A)	1	3	3	1	1	3	3	3
B)	1	1	1	1	1	1	2	1
C)	1	1	1	1	1	1	2	1
1.3 A)	1	1	1	1	1	4	5	1
B)	1	1	1	1	1	1	4	1
C)	1	4	4	1	1	1	4	4
D)	1	1	1	1	1	4	2	1
1.4	1	1	1	1	1	4	4	1
1.5	1	1	1	1	1	4	3	1
2.0	1	1	1	1	1	1	1	1
2.1	5	5	5	1	1	5	5	5
2.2 A)	1	2	2	1	2	1	3	2
B)	4	2	2	4	2	5	4	4
2.3	1	1	1	1	1	1	1	1
2.4	1	2	2	1	1	2	2	2
2.5	2	2	2	1	1	1	2	2
2.6	4	3	4	1	1	5	3	4
1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1
6	1	1	1	1	1	2	1	1
A)	3	2	2	1	1	3	2	2
B)	3	1	1	1	1	1	2	1
3.1	1	1	1	1	1	2	2	1
3.2	1	1	1	1	1	3	1	1
3.3	1	1	1	1	1	5	5	1
4.1	3	1	1	1	1	1	1	1

TABLE

1 = ACCEPTANCE; 2 = REJECTION; 3 = CHANGES (Major); 4 = ADDITIONS (Minor)

5 = DELETIONS (Minor)

	UCCM*	GOLDEN LAKE	CURVE LAKE	PARRY ISLAND	ALDERVILLE	UOI*	L.W.*	UOI
4.2	3	3	3	1	1	1	3	3
A)	3	3	3	1	3	3	3	3
B)	3	3	3	1	3	3	3	3
C)	3	3	3	1	3	3	3	3
D)	3	3	3	1	3	3	3	3
E)	3	3	3	1	3	3	3	3
4.3	3	3	2	1	1	2	3	3
4.4	1	1	1	1	1	1	1	1
4.5	3	2	2	1	3	3	2	2
5.1	1	3	3	1	1	3	2	3
5.2	1	1	1	1	1	1	3	1
6.1 A)	1	1	1	1	1	1	3	1
B)	1	1	1	1	1	1	3	1
C)	1	5	2	1	5	5	5	5
D)	4	1	1	1	1	1	3	1
6.2 A)	1	1	1	1	1	5	1	1
B)	1	1	1	1	1	5	3	1
C)	1	1	1	1	1	1	2	1
D)	1	1	1	1	1	5	5	1
E)	1	1	1	1	1	2	2	1
F)	1	1	1	1	1	1	3	1
6.3 A)	1	1	1	1	1	1	4	1
B)	1	1	1	1	1	3	3	1
C)	1	1	1	1	1	1	2	1
6.4 A)	1	1	1	1	1	4	3	1
i)	1	1	1	1	1	4	2	1
ii)	1	1	1	1	1	2	2	1
iii)	1	1	1	1	1	2	2	1
iv)	1	1	1	1	1	1	2	1
v)	1	1	1	1	1	1	2	1
6.4 B)	1	1	1	1	1	1	1	1
i)	1	1	1	1	1	1	4	1
ii)	1	1	1	1	1	1	2	1
iii)	1	1	1	1	1	1	5	1
6.4 C)	1	1	1	1	1	5	5	5
D)	1	1	1	1	1	1	5	1
E)	1	4	1	1	1	1	5	1

	UCCM*	GOLDEN LAKE	CURVE LAKE	PARRY ISLAND	ALDERVILLE	UOI*	L.W.*	UOI
6.5 A)	1	1	1	1	1	1	1	1
B)	1	1	1	1	1	1	4	1
6.6 A)	1	4	3	1	1	1	4	1
B)	1	4	1	1	1	1	3	1
6.7	1	1	1	1	1	1	1	1
6.8	1	1	1	1	1	1	4	1
7.1	1	1	1	1	1	3	3	1
7.2	1	3	3	2	2	3	1	3
7.3 A)	1	1	1	1	1	3	3	1
B)	1	1	1	1	1	3	3	1
C)	1	1	1	1	1	3	3	1
7.4 A)	3	1	1	1	1	3	3	3
B)	3	1	1	1	1	3	3	3
8.1	5	5	5	1	5	1	5	5
8.2	1	2	2	1	5	1	5	5
8.3	1	1	1	1	1	1	1	1
8.4 A)	1	1	1	1	1	1	5	1
B)	1	2	3	1	3	3	2	3
8.5	1	1	1	1	1	1	1	1
9.1	1	1	1	1	1	1	1	1
9.2 A)	1	5	5	1	5	1	3	5
B)	1	1	1	1	1	1	3	1
9.3	1	1	1	1	1	1	2	1
9.4	1	1	1	5	1	4	4	1

*UCCM - United Chiefs and Councils of Manitoulin

*UOI - Ottawa Student Counselling Unit

*L.W. - London Workshop - Cape Croker
Walpole Island
Kettle Point
Sarnia
Saugeen
Chippewa of the Thames
Muncey of the Thames

UOI BANDS OSTP RECOMMENDATIONS

	ALDERVILLE	PARRY ISLAND	GOLDEN LAKE	CURVE LAKE	
1.1	1	1	1	1	
1.2	1	1	1	1	
1.3 A)	1	1	2	1	
B)	1	1	2	1	
C)	1	1	2	1	
Di)	1	1	2	2	
ii)	1	1	2	1	
iii)	1	1	2	1	
iv)	1	1	2	1	
E)	1	1	2	1	
F)	1	1	2	1	
G)	1	1	2	1	
H)	1	1	2	1	
I)	1	1	2	1	
1.4	1	1	1	1	
1.5	1	1	1	1	
2.0	1	1	1	1	
2.1	1	1	5	5	
2.2	1	1	3	3	
2.3	1	1	1	1	
2.4	1	1	1	1	
2.5	1	1	1	1	
i)	3	1	2	4	
ii)	3	1	1	1	
iii)	1	1	1	1	
iv)	1	1	1	1	
v)	1	1	1	1	
vi)	1	1	1	1	
A)	1	1	1	2	
B)	1	1	1	1	
3.1	3	1	3	2	
3.2	1	1	1	3	
4.1	3	1	3	1	
4.2	1	1	1	5	

TABLE

1 = ACCEPTED; 2 = REJECTED; 3 - CHANGES (Major); 4 = ADDITIONS (Minor)
5 = DELETE (Minor)

	ALDERVILLE	PARRY ISLAND	GOLDEN LAKE	CURVE LAKE	
5 A)	5	1	5	5	
B)	1	1	1	5	
C)	1	1	5	5	
D)	1	1	2	2	
6.1 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	2	2	
D)	1	4	1	1	
E)	1	1	1	1	
6.2 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
D)	1	1	1	1	
E)	1	1	1	1	
F)	1	1	1	1	
6.3 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
D)	1	1	1	1	
E)	1	1	2	2	
F)	1	1	1	1	
G)	1	1	1	1	
6.4 A)	1	1	1	1	
B)	1	1	1	1	
6.5 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
6.6	1	1	1	1	
6.7	1	1	1	1	
7.1	4	1	1	1	
A)	1	3	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
D)	1	1	2	2	
E)	1	1	1	1	
F)	1	1	1	1	
7.2	1	1	1	1	

	ALDERVILLE	PARRY ISLAND	GOLDEN LAKE	CURVE LAKE	
Ai)	1	1	1	1	
ii)	1	1	1	1	
iii)	1	1	1	1	
Bi)	1	1	1	1	
ii)	1	1	1	1	
iii)	1	4	1	1	
7.3	1	1	1	1	
7.4	1	1	1	1	
7.5	3	3	3	3	
8.0	1	1	1	1	
i)	1	3	1	1	
ii)	1	1	1	1	
iii)	1	1	1	1	
8.1 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
D)	1	1	1	1	
E)	1	1	1	1	
F)	1	1	1	1	
G)	1	1	1	1	
H)	1	3	1	1	
I)	1	1	1	1	
J)	1	1	1	1	
8.2 A)	1	1	1	1	
B)	1	1	1	1	
C)	1	1	1	1	
D)	1	1	1	1	

IV

ORGANIZATION POSITIONS

Association of Iroquois and Allied Indians

1.0 GENERAL INFORMATION

1.1 The purpose of the Educational Support Program is to encourage Registered Canadian Indians, Treaty Indians, and Inuit to acquire university, vocational and technical qualifications with full financial support, so that they become economically self-sufficient and may realize their individual potentials for contributions to the Indian community and Canadian and North American society. The program provides full counselling, social career and employment, and full financial support to Registered Canadian Indians, Treaty Indians and Inuit who are qualified and/or have been accepted by an accredited univeristy, college, C.E.G.E.P.'s Institution of Technology, vocational and Trade schools, into programs or courses. This includes those persons who are accepted with lesser academic qualifications in recognition of the applicant's maturity and potential for success in their chosen field of study.

1.2 To ensure that all Registered Canadian Indians, Treaty Indians, and Inuit students are able to achieve their academic and vocational goals with full financial support. Performance standards set by the institution shall be adhered to.

1.3 In this document:

a) "Department", "Indian", "Inuit", "Band", "Band Council", and "Tribal Council" are defined in the Indian Act and BNA Act.

b) "Regional Director General" means the senior officer of a Department region or a person designated by him with the concurrence of the Registered Canadian Indians, Treaty Indians and Inuit people.

c) "Educational Institution", means any accredited university, community college, C.E.G.E.P.s, technical institute, school of nursing, teachers college, vocational, trade schools, etc.

1.4 The Regional Director General is responsible for the implementation of the policy and guidelines but may delegate administrative and operational responsibilities with concurrence of the Registered Canadian Indians, Treaty Indians and Inuit People.

1.5 Suggestions for change in this document will be sent to the Minister of Indian Affairs with copies to the Assistant Deputy Minister, the Regional Director General, applicable Indian and Inuit Associations and Band Councils.

2.0 STUDENT ELIGIBILITY FOR SUPPORT

To be eligible to receive support under the terms of the Educational Support Program, it is necessary that:

2.1 The applicant be a Registered Canadian Indian, Treaty Indian or Inuit at the time of application.

2.2 a) The applicant has attained university, college or vocational entrance requirements and has been accepted by an accredited Educational Institution.

b) The applicant is engaged in studies such as bar admission courses, internships, classroom apprenticeship as well as the additional time required for writing a thesis and dissertation or doing fieldwork.

2.3 An applicant for initial or renewed support shall make available a letter of acceptance from the educational institution which the student plans to attend, or a document indicating promotion and/or approval to continue studies form the educational institution which the student most recently has attended.

2.4 Educational support may be provided for humanitarian reasons to non-status Indians and non-Indians living on a reserve if adequate assistance is not available from other sources. The band council is responsible for the reserve on which the non-Indian student resides and must pass a BCR requesting that educational support be provided to the non-Indian student.

3.0 EDUCATIONAL SUPPORT AVAILABLE FROM OTHER AGENCIES

3.1 Awards, bursaries, scholarships and fellowships awarded to students are to be considered as incentive income and does not affect the computation of support benefits available to the student.

3.2 The computation of support to the student shall be exclusive of income earned, support provided by relatives, spouse or dependents.

4.0 INDIVIDUAL SUPPORT LIMITS AND CONDITIONS

4.1 The Educational Support Program use a unit of measure called a "Student Week" for planning, budgeting, and recording support to students a "Student Week" is a seven (7) day period for which a student receives educational support under the terms of this program, to permit full-time attendance at an educational institution.

4.2 In order to accommodate the range of differing requirements of educational institutions in various provinces additional student weeks shall be provided to the following maximum level of student weeks.

4.3 "Part-time or partial" student is defined by the institution or program attended by student. Part-time or partial student through the Education Support Program will receive: Tuition allowances, special clothing and equipment, books and supplies, special tutorial assistance, and child care. Students will receive in addition; training allowance under extraordinary circumstances.

Student Weeks

A. To obtain Diplomas, Licences, Certificates, etc. from a Community College, C.E.G.E.P., Technical Institute etc. 168

B.	To obtain University Bachelor's degree	168
C.	In addition to (B), to obtain Honours Bachelor Degree or additional Bachelor's Degree required for professional licensing.	200
D.	To obtain University Master's Degree	100
E.	To obtain University Doctoral (Ph.D) Degree	100

4.4 If the maximum number of student weeks in 4.2 in Section A to E respectively, are not used, student week balances may be carried over from one section to another.

4.5 While adhering to all of the applicable assistance regulations, terms and conditions, set out in this document, the total educational support provided to an individual student shall not exceed 450 "student weeks".

5.0 DEPENDENTS OF STUDENTS

5.1 Dependents of a student shall include persons for whom the student has undertaken financial responsibility.

6.0 CATEGORIES AND LEVELS OF SUPPORT

6.1 Training Allowances

a) Rates to be determined by Joint negotiations between DIAND and local Registered Canadian Indians, Treaty Indians and Inuit.

b) Training allowances are paid to students to cover normal daily living expenditures, such as food, lodging, local travel, recreation, etc.

c) Training allowances shall escalate with the cost of living.

d) Allowances paid to students vary according to the number of the student's dependents.

e) Part-time or partial student through the Education Support Program will receive: Tuition allowances, special clothing and equipment, books and supplies, special tutorial support, and child care. Students will receive in addition; training allowance under extraordinary circumstances.

6.2 Special Shelter Allowances.

All students and dependents are eligible for special shelter allowance.

a) When it is necessary for a student, in order to reside in the locale of the institute of higher learning, to rent accommodation for which the cost exceeds 25% of the total alloted allowance a compensary special shelter allowance is provided.

b) The special shelter allowance is equal to the difference between the actual cost of the necessary accommodation and 25% of the total of the alloted allowance of the student.

c) Allowances paid to students vary according to the number of the student's dependents and whether it is necessary for the student to live away from home to attend an educational institution.

d) If the student is the owner of the accommodation an amount equivilant to (c) above will be negotiated in lieu of rental and related costs.

e) The student is eligible for the Special Shelter Allowance when the Receiving and Sending Counsellor have received information as to the selection of the accommodation based on the needs of the student and dependents and the availability of suitable and economical accommodation in the locale of the educational institute.

6.3 Tuition Allowance

a) A tuition allowance equal to the actual tuition and registration fees of the educational institution shall be made available to a student enrolling in a program of studies in an accredited Canadian Educational Institution or other non-Canadian Institution.

b) For students wishing to attend a non-Canadian Educational institute, the tuition fees, etc., shall be granted according to the current exchange rate of that country.

6.4 Travel Allowances

a) Travel costs are allowed from the students usual place of residence to the Canadian or non-Canadian Educational institute which offers the program of studies that the student has chosen.

b) i) A travel allowance equal to the cost of 4 return trips are allowed for students and their dependents from the students usual place of residence to his/her place of study for each school year as recognized at an educational institute.

ii) Students will receive emergency travel funds exclusive of (i).

c) Part-time or full-time students will receive a daily travel allowance to attend class.

d) Students will receive a travel allowance to attend ceremonial functions.

6.5 Clothing, Special Clothing and Equipment

a) If specified by the educational institution or student where necessary for the students program of studies, an allowance to cover the costs of rental or purchase of special equipment and/or clothing will be provided.

b) Also items such as special tools, microscopes, drafting equipment or specialized clothing would be included in this category.

c) Regular clothing allowance will be provided to the student in August of $300 and January of $300. This amount will increase on the cost of living.

6.6 Books and Supplies

a) The cost of text books and supplies which are officially listed as requirements by the educational institution for the students program will be paid in full at the time the registration fees are submitted.

b) Additional funds will be given for typing reference works and professional journal subscription which will assist the student and are not included in the educational institution.

c) The receiving counsellor, when informed of the students requirements will take the appropriate administrative action, in concert with the sending counsellor, to ensure that the necessary funds are made available to the students as quickly as possible.

6.7 Special Tutorial Support

Upon the strength of a written recommendation of the student's instructor(s), which has been approved by the appropriate department head or dean of the educational institution, an allowance will be provided to the student to cover the cost of special tutorial support to overcome areas of academic weakness. The Receiving Counsellor having been informed of the student's needs will take the appropriate action, in concert with the Sending Counsellor, to ensure that the necessary funds are made available to the student as quickly as possible.

6.8 Child Care

If required the Receiving Counsellor will recommend to the Sending Counsellor that a student will receive an allowance to cover the costs of baby sitting or child care and clothing allowance of single parent families or for families where both parents are full-time students to allow the parents to attend the required classes.

6.9 Special Services and Contingencies

Other uncontrollable situations may require a student to request a special allowance under the terms of this category.

6.10 Health Care

Health care will be provided for students and dependents at the location of their educational institution through the Department of Indian Affairs and Medical Services. The total costs of students health care, prescriptions, dental costs, provincial or institutional health plan, eye-glasses, medical consultation and other medical services not covered by provincial or other institutional health plan by the Department of Indian Affairs and Medical Services.

O.H.I.P. - Premiums will be paid by DIAND and Medical Services while you are a student at any educational institution.

Dental Care - All dental care as required will be provided by DIAND while you are a student. The Regional Dental Officer must approve the procedure before beginning. Emergency treatment, however, can be provided without his/her consent.

Prescription Drugs - These are paid by DIAND and Medical Services.

Transportation Costs - Transportation costs associated with medical attention to be paid by DIAND and Medical Services.

Prosthesis - Prosthesis includes hearing aids, speciality and optometrical services, artificial limbs and eyes, special prosthesis. DIAND and Medical Services will supply initially service, repair and replace.

7.0 INCENTIVE FOR POST GRADUATE STUDIES

7.1 In recognition of the increased incidental costs of post Education studies, and to further encourage education progress, the following special benefits will be provided to the enrolled students.

Upon enrollment in an Education Institute - $500.00

Master Degree Level - Normally computed assistance plus annual incentive grant of $1,000.00

Ph.D. Degree Level - Normally computed assistance plus annual incentive grant of $2,000.00

OR

The student will be provided for with books, tuition and travel plus a composite assistance allowance equal to one-half of the average salary earned by the student during the student's most recent 12 months of employment.

WHICH EVER IS GREATER

7.2 Educational Incentive Grants are awarded to students only during academic years of active on-campus study and/or thesis preparation. Up to 2 annual grants may be provided for each of the Masters and Ph.D. levels. Upon enrollment in an educational institute one grant will be given.

7.3 Definitions of Masters Degree Level

a) Studies in a program which is described by the student's university as being sequential to the attainment of a Bachelor's degree.
(maximum 100 student weeks or 24 student months)

b) As certified by the university that the student is accepted as a special or mature student into it's defined Master's Level Program,

OR

c) A student is considered engaged in a Master's Degree Program after completing successfully 4 years of university study in a continuous program (Medicine, Law, Dentistry, Internship, Fieldwork, Thesis writing, etc.).

7.4 Definitions of Ph.D Level

a) Studies in a program which is described by the student's university as being sequential to the attainment of a Masters Degree which is the normal academic prerequisite for the university's Doctoral program and through which the student is able to obtain a Ph.D degree within the allocated 100 Student Weeks.

OR

b) A student is considered to be engaged in Ph.D degree level studies after successful completion of 6 years of study in a continuous university program such as Medicine, Law, etc.

(maximum 100 student weeks)

8.0 PROCEDURES FOR APPLICATION AND PROVISION OF EDUCATION SUPPORT

8.1 Application Procedures

All persons who are interested in receiving educational support under the terms of this program are to contact an Education Counsellor at the nearest Band Council Office or office of the Deparment of Indian Affairs and Northern Development.

In order for an application to be completed, the Counsellor may require proof of the applicant's eligibility as a Registered Canadian Indian, Treaty Indian, Inuit or non-status Indian or non-status Indian or non-Indian with appropriate Band Council Resolution. Also, the applicant will be required to make available a letter of acceptance for registration notification of promotion or similar document from an approved institution of higher learning as described earlier. The applicant will also

be required to indicate their program of study in which he or she will register during the time span covered by the application. All categories of support, allowances and incentives, to which the applicant is entitled, will be identified and the cash value of the benefits will be shown by item and in total on the application form.

8.2 Provision of Support Benefits

After the application has been approved by the designated officer of the funding agency, the student and the Counsellor shall arrange an appropriate payment schedule of the support benefits to the student.

8.3 Responsibility of Students

Students receiving Education Support Benefits under the terms of this program shall be responsible for satisfying the academic requirements of the institution of higher learning in which they are enrolled and for managing the support funds made available to them in a manner which ensures that all fees and personal expenses are paid when due.

8.4 Termination of Education Support

The Education Support Funding will terminate on the basis of the student's unwillingness to meet the academic and financial management responsibilities which the student has accepted.

8.5 Provision of Information to Students

a) Each student shall receive copies of application forms, progress reports, and any other documentation pertaining specifically to the student which has been prepared by the funding agency. Such individual and personal documents shall be regarded as "confidential" by the funding agency.

9.0 COUNSELLING SERVICES

A student participating in this program can expect to have three sources of academic and general counselling available. Firstly, the counselling services enrolled in institutions of higher learning. The content of these services may vary in accordance with the policies and resources of the individual institutions. Secondly, the counselling services which are available to students in or near their home community. These services may be provided by a Band or Departmental employee, but in the description of the services in section (9.1) below, the counselling resources is referred to by the general term, "The Sending Counsellor". Thirdly, the counselling services which are provided in the community or locale of the institute of higher learning but are supplementary to the counselling services provided by the institution. These services may be provided by regular or contracted employees of Bands or the Department, but in the description of the services contained in section (9.2) below, referred to by the general term "The Receiving Counsellor". Every effort will be made to select Sending and Receiving Counsellors who have the necessary professional qualifications augmented by linguistic skills and cultural awareness to facilitate the provisions of effective services to students.

9.1 General Functions of the "Sending Counsellor"

a) Ensuring that all potential applicants are knowledgeable of the "Educational Support Program".

b) Discussing with eligible potential applicants the individual's interests the goals with a view to assisting the student to relate these to a realistic academic achievement plan.

c) Ensuring that the student acquires full information about the programs of studies, which are consistent with the student's institution of higher learning which may be approved under the terms of the Educational Program.

d) Assisting, if requested by the student in required procedures to acquire acceptance for registration in the selected college or university, etc.

e) Assisting the student in completing the application forms for the Educational Support Program. This will include identifying all benefits to which the student is entitled.

f) Forwarding the student's completed application for assistance to the appropriate administrative officer of the funding agency for approval and financial action. Copy to the Band Office in the student's home community.

g) Informing the appropriate Receiving Counsellor of the student's plans and ensuring that the student will contact the Receiving Counsellor and is aware of the services which the Receiving Counsellor is prepared to provide.

h) Assisting, if requested and required by the student to make appropriate arrangements for travel for the student and dependents to the locale of the institution of higher learning.

i) Providing to the student information copies of documents of the funding agency which pertain specifically to that student or potential student.

j) All documents are confidential regarding information on the student and will not be divulged to sources other than that of the student without written permission.

9.2 General Functions of the Receiving Counsellor

a) Ensuring that newly arrived students and their dependents receive required orientation services. These may include, upon request of the student:

i) Location of suitable accommodation

ii) Orientation of the student and dependents to the university or college and the larger community so that the student may promptly register and commence his or her studies and so that students and dependents may obtain necessary health and dental care, and the other services which are necessary to allow the student to achieve the goals of the program.

b) When required, to recommend to the Sending Counsellor that allowances for shelter, books, tutorial, travel, etc., be provided or adjusted for a student. This will include initiating any local administrative action which may be necessary in response to the Sending Counsellor's instructions or requests.

c) On the request of the student, ensuring that counselling or instructional programs related to banking, family budgeting, and money management are available to students and dependents.

d) To complete and transmit all necessary statistical and other data to the appropriate responsibility centres.

e) Providing to the student information copies of data of the funding agency which pertain specifically to that student.

10.0 STUDENT APPEALS

10.0 Should any student be convinced that the preceding regulations and guidelines have not been fairly applied to his or her situation, then the student will have access to a duly constituted Appeal Board.

10.2 Should an appeal hearing be required, one of the following procedures will be followed:

a) If the student is in the locale of his Band Council, then an Appeal Board shall be established comprised of:
- an Education representative of the Band Council
- A representative of the Regional Director General
- A Counsellor selected by the student
- A representative of the Regional Indian Association

or

b) If the Student is in the locale of the university, then an Appeal Board shall be comprised of:
- A Counsellor selected by the student
- A representative of the Regional Director General
- A representative of the Regional Indian Association.

10.3 Responsibility of Setting up Appeal Board

The Receiving and/or Sending Counsellor will be responsible for setting up the Appeal Board and supplying all pertinent information in conjunction with the student.

10.4 The Appeal Board decision is binding.

Grand Council Treaty No. 3

We, the students of northwestern Ontario, reject the E-12 Circular. As well, we reject the proposed revisions, due to the fact that there was a lack of consultation with any Indians prior to any changes being made and printed. The old E-12 Circular is very restrictive in nature. Even the proposed changes are not any better; they are still too restrictive. It is a fact that the Department of Indian Affairs has failed in the past, to inform any students of any guidelines used in determining eligibility for financial assistance. This failure of such action is still evident today. Many students are not aware of the existence of Circular E-12.

What is of greater importance is that, the implementation of the E-12 Circular has resulted in the failure of the Department of Indian Affairs to meet the needs and aspirations of students to achieve educational goals.

Students feel that it is necessary that their own bands should control post-secondary education; especially the administration functions and responsibilities of the program. Furthermore, full control of Indian education in its entirety should be given to the bands without any restrictions.

The goal or objective of trying to provide financial assistance to Indian people to obtain an education is good. However, the tools of implementing program goals and objectives continue to be obstacles; in this case, the E-12 Circular guidelines. As a result, students feel that they must put forth some recommendations as follows:

1. That Indian bands, students and those affected be consulted on an ongoing basis (continuously) regarding all government policies, guidelines, criteria, and agreement conditions for all programs, especially on post-secondary education, Occupational Skills Training, and Post-school community education programs.

2. To ensure that the educational needs and aspirations of Indian students and people in general are fully met.

3. That the Department meet its obligation in the education program as much as possible.

4. That more funds be provided for in the Post-Secondary education area and that education be considered and treated as top priority in future plans, as well as present.

5. That all post-secondary students be informed about the E-12 Circular in terms of its implications upon application or use.

6. That the restrictive elements of the E-12 Circular be lifted immediately; i.e. (1) "Student Weeks", (2) "Choice of university or College", until such time that the proposed revisions or the final E-12 is accepted by Indian people.

7. That the "Indian Control of Indian Education" as presented by National Indian Brotherhood in 1972 be adopted and used immediately; since the students are in full support of this document.

8. That the departmental documents prepared without Indian input be rejected, and not be used for the reasons that they are processed and implemented without any consultation with Indian people, Indian bands and/or Indian individuals.

The students of northwestern Ontario acknowledge that the department of Indian Affiars is making an effort to improve the provision of educational services and assistance to the Indian people.

The fact that the policy paper of the National Indian Brotherhood, "Indian Control of Indian Education (1972)" is being referred to as a guide implies that a more positive approach and direction is being considered and undertaken by the Department of Indian Affairs.

It is a firm belief of Indian people that the needs and aspirations of post-secondary students can be more effectively and efficiently met if the control of Indian education were placed in the hands of Indian people via bands and Indian organizations. Such control would mean that policies, guidelines, goals and objectives would be clearly and fully defined and set by the Indian people.

The Indian people are in a better position to understand and be fully aware of the economic and social conditions in which they are living in than anyone else. Closeness to the issues and problems would provide better insight and possibilities for better management, good decisions and positive results in terms of educational development of Indian people. While these may seem to be subjective assessments, there are objective measures of progress in education as is clearly indicated by those Indian bands and organizations who are already responsible for administering their education programs in other provinces; namely Manitoba and Saskatchewan.

The fact that Indian education is a responsibility of the federal government remains and is well accepted by Indian people, however the control and administration of Indian education is a function that Indian people can very well perform, and this remains as the ultimate objective for all Indian people

Education is viewed as an investment by all students, with profitable returns in the future. Higher levels of education is known to provide a good standard of living for those who obtain it. It brings people out of the poverty pit and up to higher economic and social standings in society's class systems. Therefore it is for this very reason that higher education should be a mutual concern for the Indian people and the Department of Indian Affairs.

The students of northwestern Ontario were requested to provide a reaction to the proposed revisions of the E-12 Circular which was entitled as a consultative draft, open for discussion.

During the meetings it became evident that 90% of post-secondary students questioned did not even know what the E-12 Circular was. They had never seen or heard of it at all.

The result of all the student meetings set to discuss the E-12 Circular was that the majority of students completely rejected the E-12 Circular in principle. It was only with open-mindedness that they set forth toprovide positive and meaningful consideration of revisions, and their own recommendations for other revisions and alternative items in the guidelines. They did this in hoping that their input and point of view would be a valuable contribution in affecting Indian Affairs' policies and guidelines for the education program. As well the students realize that any administrator needs guidelines to follow in order that better decisions can ordinarily be made.

The students' proposed revisions concerned in general four main areas as follows:

1. Insufficient financial assistance
2. Institutional requirements
3. Program efficiency
4. Control of Indian Education.

Insufficient Financial Assistance

In order for the education program to meet goals and objectives it is necessary that special needs of Indian students be given maximum consideration. As well all applicants should receive assistance and be treated as eligible condidates. Each student should not be told that his dollar value of assistance went to another student. Funds as such should not be distributed at the expense of someone else.

Institutional Requirements

The setting of general standards are generally set by universities and colleges therefore an Indian student should not have to pass two or more sets of standards, i.e. time, performance, progress.

Program Efficiency

Students should not be subjected to any unnecessary red-tape or bureaucratic treatment. Students should not have to deal with so many individuals who each individually make discretionary and personal decisions as to how to deal with a student.

Control of Indian Education

Students feel that control of the education program should be given to their own bands. It is felt that chiefs and councillors and band administrators would make more responsible and positive decisions regarding the welfare of their own people.

The students made the following particular changes in the E-12 Circular. By item number.

2.1 Delete word "resident"
Residency should not be a criteria because an Indian is an Indian regardless of where he may live.

2.2a Delete word "Canadian"
A student should be able to study at any post-secondary institution.

2.2b Delete "one full year"
Some institutions allow for less time.

2.4 Delete "the whole item"
Full financial assistance is the responsibility of the federal government.

2.6c Add C, "according to band customs"
Some bands do not believe in the institution of marriage.

3.1 Delete "the whole item"
The federal government is totally responsible for Indian education.

4.0 Delete "the whole item"

4.1 Delete "the whole item"

4.2 Delete "the whole item"

4.2a Delete "the whole item"

4.2b Delete "the whole item"

4.2c Delete "the whole item"

4.2d Delete "the whole item"

4.2e Delete "the whole item"
A student should be allowed to finish whatever course or program he is studying.

4.3 Delete "the whole item"
The cost of living is too high and the financial assistance is not sufficient to allow comfortable living, economically or socially.

4.4 Delete "the whole item"

4.5 Delete "the whole item"
There should be no time limits set.

5.1 Delete "$2,000.00", replace with "$8,000.00"
Students should not be forced to live in poverty.

6.1e Add E. clothing allowance for each season i.e. $300.00 for fall, winter, spring, summer during attendance.

6.2 Delete "the whole item"

6.2a Delete "the whole item"

6.2b Delete "the whole item"

6.2c Delete "the whole item"

6.2d Delete "the whole item"

6.2e Delete "the whole item"

6.2f Delete "the whole item"
Students feel that rent, resident fees should be paid in full, without deducting amount from the regular allowances.

6.3d Add "D" recognition must be given to American monetary exchange rates.

6.4a Delete "nearest", and "Canadian"
replace with "any"

6.4a (iii) Delete "the whole item"

6.4c Delete "the whole item"
It is discriminatory

6.7b Add "B" "at the student's request"

7.3a Delete (Maximum of 70 weeks)

7.3b Delete (Maximum of 70 weeks)

7.3c Delete (Maximum of 70 weeks)

7.4a Delete (witin the allocated 70 student weeks

7.4b Delete (Maximum: 70 student weeks)

8.4b Delete "the whole item"
There should be no time limit.

Union of Ontario Indians

The recommendations which follow are the end result of an intensive and extensive consultative process undertaken by the Union of Ontario Indians. Discussions took place with delegates, educators, and concerned parents representing over one in every three Indians in the Union. Considering the time constraints, distances, and general lack of knowledge on the E-12 guidelines, this is an admirable achievement. How this was achieved is described in chapter II.

The recommendations represent majority opinion as deduced from the data the OIEC has received.

Although not explicitly stated in any one paragraph or section, there was a clear and general agreement on the first recommendation,

1) that in line with Indian control of Indian education and arising from commitments made in the Treaties, the Government of Canada recognize Post-Secondary Education and the funding thereof as a right and not a privilege of Indian people.

The above statement of principle should be attached to paragraph A of the guidelines.

2) It is recommended that Section 1.1 should include financial assistance to registered Indian and Inuit who are accepted at "U.S. and other foreign institutions of education".

3) It is recommended Section 1.3 (c) should have "Post-Secondary Institutions" altered to "Educational Institutions" as well as incorporate vocation, trade schools in the stipulated list.

4) It is recommended that Section 2.1 have the following deleted from the guidelines, "for not less than 12 months immediately prior to the date of application unless an absence from Canada was necessary for personal, medical, employment or education reasons". There should be no residency requirements.

5) Section 2.2 paragraph (b) should incorporate a statement recognizing education upgrading as an alternative to "mature matriculant" status.

6) Consistent with recommendation 1, Section 2.4 should be deleted.

7) The Union of Ontario Indians feel that an applicant should NOT have to provide transcripts, marks, etc., to the funding agency. Confidentiality between the student and the university is paramount and acceptance of the former by the latter should be the only criterion for funding. Section 2.5 should be removed.

8) Section 2.6 should include the following paragraph "In cases where Band Council operates the education program, Band Council decides on eligibility, assistance, duration disqualification, etc., as per the Band Council's manual and policy on such matters".

9) Section 2.6 paragraph A should state simply that non-Indian students should receive assistance as determined by Band Council Resolutions. It is recommended a BCR be the sole determinant of whether funding be granted to individuals not classified as registered Indians.

10) The time period as outlined in Section 4.2 subsections A. B. C. D. E. is too short. Although the ultimate determinant should be based on consultation between the local Education authority and the educational institutions, alternative minimum time periods recommended are as follows:

A - CEGEP, Community College
42 student months (168 student weeks)

B - B.A. or equivalent
42 student months (168 student weeks)

C - Honors B.A. or equivalent
63 student months (252 student weeks)

D - Masters Degree or equivalent
32 student months (126 student weeks)

E - Doctorate or equivalent
32 student months (126 student weeks)

All references to these time periods in succeeding paragraphs should be adjusted accordingly.

11) A part-time student should be determined as follows "a partial student' should be considered as using two student months for each full credit course for which the student has received assistance". The foregoing should replace the second paragraph of 4.3. Section 4.5 should be deleted.

12) It is recommended that annual earnings of $5,000 or more be considered as the determinant for whether or not the spouse and/or the children of the student are classified as dependents.

13) Section 6.1 paragraph C should have "and whether it is necessary for the student to live away from home to attend university of college etc." deleted.

14) Section 6.4 paragraph C should read as follows: "students attending education program during periods of time which include the Christmas holidays, will be provided with return transportation for both them and their dependents to their home community."

15) Post-Graduate Incentive Grants as described in Section 7.2 should be provided three times annually.

16) The time frames listed in Section 7.3 A, B, C, and in Section 7.4 A, B, should be changed to read 32 months for each paragraph listed.

17) The second paragraph of Section 8.1 should have "and resident of Canada" deleted. In the same paragraph "if available" should be inserted after and the courses.

18) It is recommended that in Section 8.2 words beginning with "Assistance benefits will usually be made available..." to the end of the section be deleted.

19) For consistency, Section 8.4 paragraph B use the limits stipulated in Section 4.2.

20) The original E-12 guidelines included paragraphs detailing the general functions of the Sending Counsellor and the general functions of the Receiving Counsellor. It is recommended these paragraphs be reinstated into the revised guidelines.

Many of the bands which sent the Council data had recommendations unique from the general consensus. It is impossible due to the volume to attach in the appendix all the various recommendations. Consequently the appendix has a copy of a sample matrix and a sample data sheet from the Golden Lake Band.

The general recommendations listed above received broad support from member Bands of the UOI across the province. The Union of Ontario Indians strongly urges the Department of Indian Affairs to firmly endorse and incorporate these proposals into the E-12 guidelines.

The Occupational Skills Training Program was not as successful as the E-12 in eliciting response from the various bands in the Union. Nevertheless there were respondents and certain general recommendations can be made based on the same procedure as that used for the E-12 guidelines.

1) It was strongly agreed and recommended that the Occupational Skills Training Program be retained under the non-discretionary education funding as opposed to economic development.

2) It was recommended that Section 2.5 1-A be deleted.

3) In Section 4.1, dependents should be classified as such where annual gross earnings of same are less than $5,000.00.

4) Section 5, paragraph (a) should read as follows: "Canadian training shall be paid on behalf of the trainee".

5) It is recommended that in the second paragraph of Section 7.5 the maximum allowable number of training weeks be increased to 160 from 104.

Further to these specific recommendations, there was a general consensus that where there was an overlapping of guidelines in the proposals, that recommendations made on the E-12 should also apply equally to the OSTP. Thus the recommendation to drop the 12 month residency requirement in the E-12 also applies to Section 2.1 of the OSTP.

The Union of Ontario Indians strongly urges that the aforementioned recommendations on the Occupational Skills Training Program be included in the proposed guidelines of the program.

Grand Council Treaty No. 9,

Students from the Grand Council Treaty 9 area met together on January 13, 14, 1981 at Northern College in Timmins. They discussed the Post-Secondary Education Assistance Program. From these discussions the following recommendations were made:

1) It was agreed that it be stipulated in the PSEAP that education for the Indian people and by extension the funding for that education is a right arising from historical commitments made by the white people to the Indian nations.

2) In line with the first recommendation, personal income should NOT be used in computing assistance levels. Therefore Section 2.4 should be deleted.

3) In line with the first recommendation, monies in the form of grants, bursaries, etc., from sources other than the federal government should not be considered as priority alternative funding. Therefore Section 3.1 should be deleted.

4) Sections 4.1, 4.2, A, B, C, D, E, should revert to the time allotments present in the original E-12 guidelines.

5) Treaty 9 students view "part time student" as one who is classified as such by the Educational Institution which he attends. This definition should be used instead of the present criteria detailed in Section 4.3.

6) Section 4.5 should reflect the time allotments indicated in Section 4.2 paragraphs A through E.

7) The students of Treaty 9 are concerned with the assistance limits. We believe less than $2,000 annual earnings as the criterion for classification of a dependent of a student to be too low. The figures from Section 5.1 should read $5,000 throughout.

8) It is recommended the following positions be taken on rental subsidies:
All students and dependents are eligible for special shelter allowance.

a) When it is necessary for a student, in order to reside in the locale of the institute of higher learning, to rent accommodation for which the cost exceeds 25% of the total of the alloted allowance a compensary special shelter allowance is provided.

b) The special shelter allowance is equal to the difference between the actual cost of the necessary accommodation and 25% of the total of the alloted allowance of the student.

c) Allowances paid to students vary according to the number of the student's dependents and whether it is necessary for the student to live away from home to attend the university or college.

d) If the student is the owner of the accommodation an amount equivalent to (c) above, will be negotiated in lieu of rental and related costs.

e) The student is eligible for the Special Shelter Allowance when the Receiving and Sending Counsellors have received information as to the selection of the accommodation based on the needs of the students and dependents and the availability of suitable and economical accommodation in the locale of the education institute.

9) It is recommended in computing assistance for travel allowances, the extra cost of personal effects be included. This should be included in Section 6.4 paragraph (A).

10) Child Care as detailed in Section 6.8 should also allow for the cost of leaving the child/children on the home community.

11) There should be an additional paragraph to Section 6.8 detailing funding for health care. All costs incurred relating to health should be covered by assistance in the PSEAP. Furthermore there should be an information brochure on procedures and stating what services are available.

12) There should be a new Section(s) after Section 8.5 detailing the general functions of the Receiving and Sending Counsellors, as well as outlining procedures on how to obtain further information on the program.

ONTARIO INDIAN EDUCATION SUPPORT PROGRAM

A

PSEAP

1.0 GENERAL INFORMATION

1.1 The purpose of the Educational Support Program is to encourage Registered Canadian Indians, Treaty Indians, and Inuit to acquire university, vocational and technical qualifications with full financial support, so that they become economically self-sufficient and may realize their individual potentials for contributions to the Indian community and Canadian and North American society. The program provides full counselling, social career and employment, and full financial support to Registered Canadian Indians, Treaty Indians and Inuit who are qualified and/or have been accepted by University, Colleges, C.E.G.E.P.'s, Institutions of Techonolcgy, Vocational and Trade schools, into programs or courses. This includes those persons who are accepted with lesser academic qualifications in recognition of the applicant's maturity and potential for success in their chosen field of study.

1.2 To ensure that all Registered Canadian Indians, Treaty Indians, and Inuit students are able to achieve their academic and vocational goals, performance standards set by the institution shall be adhered to.

1.3 In this circular:

a) "Department", "Indian", "Inuit", "Band", "Band Council" and "Tribal Council" are as defined in the Indian Act and BNA Act.

b) "Regional Director General", means the senior officer of a Department region or a person designated by him with the concurrence of the Registered Canadian Indians, Treaty Indians, and Inuit People.

c) "Educational Institution", means any accredited university, community college, C.E.G.E.P.'s, technical institute, school of nursing, teachers college, vocational, trade schools, etc.

1.4 The Regional Director General is responsible for the implementation of the policy and guidelines but may delegate administrative

and operational responsibilities with concurrence of the Registered Canadian Indians, Treaty Indians, and Inuit People.

1.5 Suggestions for change in this circular may be sent to the Minister of Indian Affairs with copies to the Assistant Deputy Minister, the Regional Director General, applicable Indian and Inuit Associations and Band Councils.

2.0 STUDENT ELIGIBILITY FOR SUPPORT

To be eligible to receive support under the terms of the Educational Support Program, it is necessary that:

2.1 The applicant be a Registered Canadian Indian, Treaty Indian, or Inuit at the time of application.

2.2 a) The applicant has attained university, college, or vocational entrance requirements and has been accepted by an accredited Educational Institution.

b) The applicant is engaged in studies such as bar admission courses, internships, classroom apprenticeship as well as the additional time required for writing a thesis and dissertation or doing fieldwork.

2.3 An applicant for initial or renewed assistance shall make available a letter of acceptance from the educational institution which the student plans to attend, or a document indicating promotion and/or approval to continue studies from the educational institution which the student most recently has attended.

2.4 Educational support may be provided for humanitarian reasons to non-Indians living on a reserve if adequate assistance is not available from other sources. The band council is responsible for the reserve on which the non-Indian student resides and must pass a band council resolution requesting that educational support be provided to the non-Indian student.

3.0 EDUCATIONAL SUPPORT AVAILABLE FROM OTHER AGENCIES

3.1 Awards bursaries, scholarships, and fellowships awarded to students are to be considered as incentive income and does not affect the computation of support benefits availabe to the student.

3.2 The computation of support to the student shall be exclusive of income earned, support provided by relatives, spouse or dependents.

4.0 INDIVIDUAL SUPPORT LIMITS AND CONDITIONS

4.1 The Educational Support Program uses a unit of measure called a "Student Week" for planning, budgeting, and recording support to students. A "Student Week" is a seven (7) day period for which a student receives educational support under the terms of this program, to permit full-time attendance at an educational institution.

4.2 In order to accomodate the range of differing requirements of educational institutions in various provinces, the following minimum levels of student weeks may be used as required.

4.3 "Part-time or partial" student is defined by the institution or program attended by the student. Part-time or partial students through the Education Support Program will receive: tuition allowances, special clothing and equipment, books and supplies, special tutorial assistance, and child care. Students will receive in addition; training allowance under extraordinary circumstances.

STUDENT WEEKS

A. To obtain Diplomas, licences, Certificates, etc. from a Community College, C.E.G.E.P., Technical Institute, etc. 168

B.	To obtain University Bachelor's degree	168
C.	To obtain Honours Bachelor Degree, or additional Bachelor's Degree required for professional licensing	252
D.	To obtain University Master's Degree	126
E.	To obtain University Doctoral Degree (Ph.D)	126

4.3 If the maximum number of student weeks in 4.2 Section A to E respectively, are not used, student week balances may be carried over from one section to another.

4.4 While adhering to all of the applicable assistance regulations, terms and conditions, set out in this document, the total educational support provided to an individual student shall be determined by the band council in consultation with the educational institutions.

5.0 DEPENDENTS OF STUDENTS

5.1 Dependents of a student shall include persons for whom the student has undertaken financial responsibility.

6.0 CATEGORIES AND LEVELS OF SUPPORT

6.1 Training Allowances

a) Rates to be determined by Joint negotiations between DIAND and local Registered Canadian Indians, Treaty Indians and Inuit.

b) Training allowances are paid to students to cover normal daily living expenditures such as food, lodging, local travel, recreation, etc.

c) Training allowances shall escalate with the cost of living.

d) Allowances paid to students vary according to the number of student's dependents and whether it is necessary for the student to live away from home to attend university or college, etc.

e) Part-time or partial student through the Education Support Program will receive: tuition allowances, special clothing and equipment, books and supplies, special tutorial assistance, and child care. Students will receive in addition: training allowance under extra-ordinary circumstances.

6.2 Special Shelter Allowances

All students and dependents are eligible for special shelter allowance.

a) When it is necessary for a student, in order to reside in the locale of the institute of higher learning, to rent accommodation for which the cost exceeds 25% of the total of the allotted allowance a special shelter allowance is provided.

b) The special shelter allowance is equal to the difference between the actual cost of the necessary accommodation and 25% of the total of the allotted allowance of the student.

C) Allowances paid to students vary according to the number of the student's dependents.

d) If the student is the owner of the accommodation an amount equivalent to (c) above, will be negotiated in lieu of rental and related costs.

e) The student is eligible for the Special Shelter Allowance when the Receiving and Sending Counsellors have received information as to the selection of the accommodation based on the needs of the students and dependents and the availability of suitable and economical accommodation in the locale of the educational institute.

6.3 Tuition Allowances

a) A tuition allowance equal to the actual tuition and registration fees of the educational institution shall be made

available to a student enrolling in a program of studies in an accredited Canadian Educational Institution or other institution under extra-ordinary circumstances.

b) For students wishing to attend a non-Canadian Educational Institute, the tuition fees, etc., shall be granted according to the current exchange rate of that country.

6.4 Travel Allowances

a) Travel costs are allowed from the students usual place of residence to the Canadian or non-Canadian Educational Institute which offers the program of studies that the student has chosen.

b) i) A travel allowance equal to the cost of 4 return trips are allowed for students and their dependents from the students usual place of residence to his/her place of study for each school year as recognized at an educational institute.

ii) Students will receive emergency travel funds exclusive of (i).

c) Part-time or full-time students will receive a daily travel allowance to attend class.

d) Students will receive a travel allowance to attend ceremonial functions.

6.5 Clothing, Special Clothing and Equipment

a) If specified by the educational institution or student where necessary for the students program of studies, an allowance to cover the cost of rental or purchase of special equipment and/or clothing will be provided.

b) Also items such as special tools, microscopes, drafting e equipment or specialized clothing would be included in this category.

c) Regular clothing allowance will be provided to the student in August of $300 and January of $300. This amount will increase with the cost of living.

6.6 Books and Supplies

a) The cost of text books and supplies which are officially listed as requirements by the educational institution for the students program will be paid in full at the time the registration fees are submitted.

b) Additional funds will be given for typing reference works and professional journal subscriptions which will assist the student and are not available in the educational institution.

c) The receiving counsellor, when informed of the students requirements will take the appropriate administrative action, in concert with the sending counsellor, to ensure that the necessary funds are made available to the students as quickly as possible.

6.7 Special Tutorial Support

Upon the strength of a written recommendation of the student's instructor(s), which has been approved by the appropriate department head or dean of the university or college, an allowance will be provided to the student to cover the cost of special tutorial support to overcome areas of academic weakness. The Receiving Counsellor having been informed of the student's need, will take the appropriate action, in concert with the Sending Counsellor, to ensure that the necessary funds are made available to the student as quickly as possible.

6.8 Child Care

If required the Receiving Counsellor will recommend to the Sending Counsellor that a student will receive an allowance to cover the costs of baby sitting or child care and clothing allowance of single parent families or for families where both parents are full time students to allow the parents to attend the required classes.

6.9 Special Services and Contingencies

Other uncontrollable situations may require a student to request a special allowance under the terms of this category.

6.10 Health Care

Health care will be provided for students and dependents at the location of their educational institution through the Department of Indian Affairs and Medical Services. The total costs of students health care, prescriptions, dental costs, provincial or institutional health plan, eye-glasses, medical consultation or other institutional health plan by the Department of Indian Affairs and Medical Services.

OHIP Premiums will be paid by DIAND while you are a student at any educational institution.

Dental Care - All dental care as required will be provided by DIAND while you are a student. The Regional Dental Officer must approve the procedure before beginning. Emergency treatment, however, can be provided without his/her consent.

Prescription Drugs - These are paid by DIAND.

Transporation Costs - Transportation costs associated with medical attention can be paid by DIAND.

Prosthesis - Prosthesis includes hearing aids, speciality and optometrical services, artificial limbs and eyes, special prosthesis. They will supply initially, service, repair and replace.

7.0 INCENTIVES FOR POST GRADUATE STUDIES

7.1 In recognition of the increased incidental costs of post education studies, and to further encourage education progress, the following special benefits will be provided to the enrolled students.

Upon enrollment in an Educational Institution - $500.00

Masters Degree Level - Normally computed assistance plus annual incentive grant of $1,000.00

Ph.D Degree Level - Normally computed assistance plus annual incentive grant of $2,000.00

7.2 Educational Incentive Grants are awarded to students only during academic years of active on-campus study and/or thesis preparation. Up to 2 annual grants may be provided for each of the Masters and Ph.D levels. Upon enrollment in an educational institute one grant will be given.

7.3 Definitions of Masters Degree Level

a) Studies in a program which is described by the student's univeristy as being sequential to the attainment of a Bachelor's Degree.

(maximum of 126 student weeks or 32 student months)

b) As certified by the university that the student is accepted as a special or mature student into its defined Master's Level Program.

or

c) A Student is considered engaged in a Master's Degree Program after completing successfully 4 years of univeristy study (Medicine, Law Dentistry, internship, fieldwork, thesis writing etc.)

7.4 Definitions of Ph.D Level

a) Studies in a program which is described by the student's university as being sequential to the attainment of a Master's Degree which is the normal academic prerequisite for the university's Doctoral program and through which the student is able to obtain a Ph.D Degree within the allocated 126 student weeks or 32 student months.

or

b) A student is considered to be engaged in Ph.D Degree Level of studies after successful completion of 6 years of study

in a continuous university program such as Medicine, Law, etc. (maximum 126 student weeks or 32 student months)

8.0 PROCEDURES FOR APPLICATION AND PROVISION OF EDUCATION SUPPORT

8.1 Application Procedures

All persons who are interested in receiving educational support under the terms of this program are to contact an Education Counsellor at the nearest Band Council Office or office of the Department of Indian Affairs and Northern Development.

In order for an application to be completed, the Counsellor may require proof of the applicants eligibility as Registered Canadian Indian, Treaty Indian, Inuit or non-Indian with appropriate Band Council Resolution. Also, the applicant will be required to make available a letter of acceptance for registration, notification of promotion or similar document from an approved institution of higher learning as described earlier. The applicant will also be required to indicate their program of study and the course in which he or she will register during the time span covered by the application. All categories of support, allowances and incentives, to which the applicant is entitled, will be identified and the cash value of the benefits will be shown by item and in total on the application form.

8.2 Provision of Support Benefits

After the application has been approved by the designated officer of the funding agency, the student and the counsellor shall arrange an appropriate payment schedule of the support benefits to the student. Support benefits will usually be made available to students in two payments -- one portion at the commencement of the support period, and the balance at the mid point of the period. However, the student and the counsellor may arrange for more frequent payments if desireable.

8.3 Responsibility of Students

Students receiving Educational Support Benefits under the terms of this program shall be responsible for satisfying the academic requirements of the institution of higher learning in which

they are enrolled and for managing the support funds made available to them in a manner which ensures that all fees and personal expenses are paid when due.

8.4 Termination of Educational Support

The Education Support Board will terminate funding on the basis of student unwillingness to meet the academic and financial management responsibilities which the student has accepted.

8.5 Provision of Information to Students

a) Each student shall receive copies of application forms, progress reports, and any other documentation pertaining specifically to the student which has been prepared by the funding agency. Such individual and personal documents shall be regarded as "confidential" by the funding agency.

9.0 COUNSELLING SERVICES

A student participating in this program can expect to have three sources of academic and general counselling available. Firstly, the counselling services enrolled in institutions of higher learning. The content of these services may vary in accordance with the policies and resources of the individual institutions. Secondly, the counselling services which are available to students in or near their home community. These services may be provided by a Band or Departmental employee, but in the description of the services in section (9.1) below, the counselling resources is referred to by the general term, "The Sending Counsellor". Thirdly, the counselling services which are provided in the community or locale of the institution of higher learning but are supplementary to the counselling services provided by the institution. These services may be provided by regular or contracted employees of Bands or the Department, but in the description of the services contained in section (9.2) to by the general term "The Receiving Counsellor". Every effort will be made to select Sending and Receiving Counsellors who have the necessary professional qualifications augmented by linguistic skills and cultural awareness to facilitate the provisions of effective services to students.

9.1 General Functions of the "Sending Coursellor"

a) Ensuring that all potential applicants from grade 10 and up are knowledgeable of the "Education Assistance Program".

b) Discussing with eligible potential applicants the individual's interests and goals with a view to assisting the student to relate these to a realistic academic achievement plan.

c) Ensuring that the student acquires full information about the programs of studies, which are consistent with the student's institutions of higher learning which may be approved under the terms of the Educational Assistance Program.

d) Assisting, if requested by the student in required procedures to acquire acceptance for registration in the selected college or university, etc.

e) Assisting the student in completing the application forms for the Educational Assistance Program. This will include identifying all benefits to which the student is entitled.

f) Forwarding the student's completed application for assistance to the appropriate administrative officer of the funding agency for approval and financial action. Copy to the Band Office in the student's home community.

g) Informing the appropriate Receiving Counsellor of the student's plans and ensuring that the student will contact the Receiving Counsellor and is aware of the services which the Receiving Counsellor is prepared to provide.

h) Assisting, if requested and required by the student, to make appropriate arrangements for travel for the student and dependents to the locale of the institution of higher learning.

i) Providing to the student information copies of documents of the funding agency which pertain specifically to that student or potential student.

j) All documents are confidential regarding information on the students and will not be divulged to sources other than the student.

9.2 General Functions of the Receiving Counsellor

a) Ensuring that newly arrived students and their dependents receive required orientation services. These may include upon request of the student:

i) Location of suitable accommodation.

ii) Orientation of the student and dependents to the university or college and the larger community so that the student may promptly register and commence his or her studies and so that students and dependents may obtain necessary health and dental care, and the other services which are necessary to allow the student to achieve the goals of the program.

b) When required, to recommend to the Sending Counsellor that allowances for shelter, books, tutorial, travel, etc., be provided or adjusted for a student. This will include initiating any local administrative action which may be necessary in response to the Sending Counsellor's instructions or requests.

c) On the request of the student, ensuring that counselling or instructional programs related to banking, family budgeting, and money management are available to students and dependents.

d) To complete and transmit all necessary statistical and other data to the appropriate responsibility centres.

e) Providing to the student information copies of data of the funding agency which pertain specifically to that student.

10.0 STUDENT APPEALS

10.0 Should any student be convinced that the preceding regulations and guidelines have not been fairly applied to his or her situation, then the student will have access to a duly constituted Appeal Board.

10.2 Should an appeal hearing be required, one of the following procedures will be followed:

a) If the student is in the locale of his Band Council, then and Appeal Board shall be established comprised of

- an Education representative of the Band Council
- a representative of the Regional Director General
- a Counsellor selected by the student
- a representative of the Regional Indian Association

OR

b) If the student is in the locale of the university, then an Appeal Board shall be comprised of

- a Counsellor selected by the student
- a representative of the Regional Director General
- a representative of the Regional Indian Association

10.3 The receiving and or sending Counsellor will be responsible for setting up the Appeal Board and supplying all pertinent information in conjunction with the student.

10.4 The Appeal Board decision is binding.

B

OSTP

A. PURPOSE

To state the Education Policy of the Indian people of Canada in order that the Department of Indian Affairs will administer the related guidelines with respect to the responsibility the Department of Indian Affairs has to acquire and provide financial and educational support to Registered Canadian Indians, Treaty Indians and Inuit people.

Funds for the OSTP should be adequate and readily available under non-discretionary educational funding to provide such level of services as defined by Registered Canadian Indians, Treaty Indains and Inuit people.

1.0 GENERAL INFORMATION

1.1 To increase Indian and Inuit access to employment, the Occupational Skills Development Program supplements and complements the occupational training services. These prcjects are to be funded by DIAND under the non-discretionary education program to enable registered Canadian Indians and Inuit to acquire maketable job skills to allow them to fully participate in the economic life of their communities and of Canada. The program provides for occupational skills training at post-secondary levels to individuals through financial assistance to allow them to attend accredited Canadian training institutions or to participate in special training programs in their communities

1.2 OMIT

1.3 In this circular:

a) "Department", "Indian", "Inuit", "Band", "Band Council" and "Tribal Council" are as defined in the Indian Act and the BNA Act.

b) "Regional Director General" means the senior DINA officer of a Departmental region or a person designated him with the concurrence of the Registered Canadian Indians, Treaty Indians, and Inuit people.

c) "Trainee" means a registered Indian or Inuit resident in Canada who is enrolled in an occupational training skills course(s) through an administrative arrangement made by, or on behalf of, a Departmental or Band Officer.

d) "Occupational skills training course" means a pre-post-secondary instructional program which has been designed to assist the trainee to achieve an identified occupational goal by:

i) providing the skills required for an occupation;

ii) upgrading the trainee's occupational skills to increase earning power, job satisfaction and productivity;

iii) providing academic upgrading to meet the academic requirements for subsequent occupational skills training;

iv) providing life skills training which will assist the trainee and the trainee's family to make effective adjustments to new working and social environments.

e) "Pre-Post-Secondary Courses or Programs" means a training program for which the academic prerequisiste is less than secondary school graduation.

f) "Special occupational skills training course" means a course or program which is specifically designed to meet the unique training needs of a community economic development project or for employment in a local indsutry. Such courses or programs may not regularly be offered by accredited training institutions.

g) "Sending Counsellor" means the person(s) who provides required career counselling and administrative services for the trainee in or near the trainee's home community. The Sending Counsellor may be a Departmental or Band employee.

h) "Receiving Counsellor" means the person(s) who provides required counselling and administrative services for the trainee in the locale of the training. The Receiving Counsellor may be a Departmental or Band employee or a designated counsellor acting on behalf of a Departmental or Band officer.

i) "Partial Trainee" means a trainee who is receiving less than 15 hours per week of instruction while enrolled in an occupational skills training program or course.

1.4 The Regional Director General is responsible for the implementation of the Terms and Conditions of the Occupational Skills Development Program and may delegate administrative and operational responsibilities to Departmental officers or to Band Councils.

1.5 Recommendations for amendments to this program circular may be sent to the Minister of Indian Affairs with copies to the Assistance Deputy Minister, Indian and Inuit Affairs Program, Regional Director General, applicable Indian and Inuit Associations and Band Councils.

2.0 ELIGIBILITY FOR TRAINEE STATUS

To be eligible to receive services as a trainee under the terms and conditions of this program, it is necessary that:

2.1 The applicant be a Registered Canadian Indian or Inuit.

2.2 The trainee's age shall be at least the permissible school leaving age as specified in the Indian Act. That is, at the end of the school year in which the student becomes 16 years of age.

2.3 The trainee shall have applied for occupational skills training to attain stated occupational goal and the application has been approved by an authorized DIAND or Band officer.

2.4 The trainee shall be enrolled and participating in an occupational skills training course or program with the explicit prior authorization of the appropriate DINA or Band officer. (See Section 7.1 for Application Procedures.)

2.5 Occupational Skill Training Services for Non-Indians Living on Reserves

Under the authority of T.B. No. 547716 of March 17, 1960 and T.B. No. 547716-1 of September 18, 1961, education services may be provided to non-Indians living on reserves who fit into any one of the following categories and satisfy the conditions as set out below.

i) Category A

Women of former Indian status who return to reserves because of the desertion or death of their husbands, or for other good reasons.

ii) Category B

Non-Indian children of women described in (i), either living with their mothers or in the care of friends and relatives on a reserve.

iii) Category C

Illegitimate non-Indian children of Indian mothers, either living with their mothers or in the care of friends or relatives on a reserve.

iv) Category D

Non-Indian children whose mothers become Indian by marriage.

v) Category E

Non-Indian children legally adopted by Indian families living on reserves or in Indian communities.

vi) Category F

Other non-Indians living on reserves or Indian communities for whom assistance, in the opinion of the Minister of Indian Affairs and Northern Development, is justified.

Conditions

A. The Band Council responsible for the reserve on which the non-Indian student resides must pass a Band Council Resolution requesting that occupational skills training services be provided to the non-Indian resident.

3.0 INDIVIDUAL ASSISTANCE LIMITS AND CONDITIONS

3.1 While adhering to all the applicable regulations and conditions set out in this document, the limit of the occupational skills training services provided to any individual, when required as a supplement to available C.E.I.C. training services, should not exceed 160 training weeks. Calculations for this limitation should be based upon available records dated not earlier than April 1, 1981.

3.2 A "training week" is the standard unit of measure for budgetary and service limitation purposes. It is a week in which a trainee is a full time participant in an occupational skills training course and is therefore normally comprised of 5 tuition days and 7 trainee support days. All payments made to, or on behalf of a trainee should be divided by the applicable "training weeks" to establish an average trainee week cost. A trainee shall be considered as "full time" when receiving a minimum of 15 hours of instruction per week. The costs and benefits of "partial trainees", (defined by the institution or program attended by the student), shall be converted to standard "training week" units by dividing the total payments to or on behalf of the trainee by the Region's average Occupational Skills Training unit cost.

4.0 DEPENDENTS OF STUDENT

Dependents of a student shall include persons for whom the student has undertaken financial responsibility.

5.0 TUITION COSTS

a) The tuition and registration fees to attend an occupational skills training course(s) on the campus of an accredited

Canadian training institution may be paid on behalf of the trainee.

b) The tuition and registration fees to attend a special occupational skills training course offered off-campus and/or on-reserve shall be paid on behalf of the trainee to the institution or agency providing the instruction. The aggregate of all tuition, administration, and support costs for trainees enrolled in special off-campus or on-reserve courses shall not exceed the aggregate of costs for trainees enrolled in similar courses offered as part of the regular on-campus program of an accredited training institution.

c) If no appropriate accredited training institution can provide the required on-reserve occupational skills training, the Department or a Band may hire a qualified instructor, rent or arrange for adequate instructional space, provide text and instructional materials and make necessary administrative arrangements so that the training may be effecively provided. The aggregate of all tuition, administration and trainee support costs shall not be greater than the aggregate of the costs for the trainees enrolled in a similar course on the campus of an accredited training institution.

6.0 CATEGORIES AND LEVELS OF ASSISTANCE

6.1 Training Allowances

a) Training allowances are paid to trainees to cover normal daily living expenditures such as food, lodging, local travel, recreation, etc.

b) Rates to be determined by joint negotiations between DIAND and local Registered Indians, Treaty Indians and Inuit.

c) Allowances paid to trainees vary according to the number of the trainee's dependents and whether it is necessary for the trainee to live away from home to attend an accredited training institution.

d) Training allowances shall escalate with the cost of living.

e) For special on-reserve part-time occupational skill training programs, a proportional training allowance may be provided as follows:

Actual weekly hours of instruction X Regular full-time trainee allowance

6.2 Special Shelter Allowance

All trainees and dependents are eligible for special shelter allowance.

a) When it is necessary for a trainee, in order to reside in the locale of the institute of higher learning, to rent accommodation for which the cost exceed 25% of the total allotted allowance and compensary special shelter allowance is provided.

b) The special shelter allowance is equal to the difference between the actual cost of the necessary accommodation and 25% of the total of the allotted allowance of the trainee.

c) Allowances paid to trainees vary according to the number of the trainee's dependents and whether it is necessary for the trainee to live away from home to attend an educational institution.

d) If the trainee is the owner of the accommodation an amount equivalent to (c) above will be negotiated in lieu of rental and related costs.

e) The trainee is eligible for the Special Shelter Allowance when the Receiving and Sending Counsellor have received information as to the selection of the accommodation based on the needs of the trainee and dependents and the availability of suitable and economical accommodation in the locale of the educational institute.

6.4 Travel Allowances

a) Travel costs are allowed from the trainees usual place of residence to the Canadian or non-Canadian Educational institute which offers the program of studies that the trainee has chosen.

b) i) A travel allowance equal to the cost of 4 return trips are allowed for trainees and their dependents from the students usual place of residence to his/her place of study for each school year as recognized at an educational institute.

ii) Trainees will receive emergency travel funds exclusive of (i).

c) Part-time or full-time trainees will receive a daily travel allowance to attend class.

d) Trainees will receive a travel allowance to attend ceremonial functions.

6.5 Books and Supplies

a) The cost of text books and supplies which are officially listed as requirements by the educational institute for the trainee's program will be provided at the time the registration fees are submitted.

b) Books and supplies may be provided for fully employed trainees when not provided by employer.

c) The Receiving Counsellor, when informed of the trainee's requirements under the terms of 9a) above, will take the appropriate administrative action, in concert with the Sending Counsellor, to ensure that the necessary funds are made available for the trainee as quickly as possible.

6.6 Special Counselling and Tutorial Assistance

Upon the strength of a written recommendation of the trainee's instructor(s), which has been approved by the appropriate department head or dean of the training institution, an allowance may

may be provided for the trainee to cover the cost of special counselling and tutorial assistance to overcome areas of weakness. The Receiving Counsellor, having been informed of the trainee's need, will take the appropriate administrative action, in concert with the Sending Counsellor, to ensure that the necessary funds are made available for the trainee as quickly as possible.

6.7 Child Care

If required, the Receiving Counsellor will recommend to the Sending Counsellor that a trainee receive a special allowance to cover the costs of babysitting or child-care for single parent families or for families when both parents are full-time trainees, to allow the parents to attend required classes.

6.8 Special Services and Contingencies

Other uncontrollable situations may require a trainee to request a special allowance under the terms of this category.

6.9 Health Care

Health care will be provided for trainees and dependents at the location of their educational institution through the Department of Indian Affairs and Medical Services. The total costs of trainees' health care, prescriptions, dental costs, provincial or institutional health plan, eye-glasses, medical consultation and other medical services not covered by provincial or other institutional health plan by the Department of Indian Affairs and Medical Services.

O.H.I.P. - Premiums will be paid by DIAND and Medical Services while you are a trainee at any educational institution.

Dental Care - All dental care as required will be provided by DIAND while you are a trainee. The Regional Dental Officer must approve the procedure before beginning. Emergency treatment, however, can be provided without his/her consent.

Prescription Drugs - These are paid by DIAND and Medical Services.

Transportation Costs - Transportation costs associated with medical attention to be paid by DIAND and Medical Services.

Prosthesis - Prosthesis includes hearings aids, speciality and optometrical services, artificial limbs and eyes, special prosthesis. DIAND and Medical Services will supply initially, service, repair and replace.

7.0 PROCEDURES FOR APPLICATION AND PROVISION OF OCCUPATIONAL SKILL TRAINING

7.1 Application Procedures

All persons who wish to receive occupational skill training under the terms of this program, must complete an official application form. In order to recommend the application for approval, the Sending Counsellor must be satisfied that:

a) the applicant is a registered Canadian Indian or Inuit.

b) the applicant has attained at least the permissible school leaving age as specified in the Indian Act as specified in point 2.2;

c) the training services being applied for are appropriate in relation to the applicant's previous education and training and to the attainment of the applicant's stated occupational goal;

d) the requested occupational training or support services cannot be fully provided at an appropriate time or place by the Canadian Employment and Immigration Commission or other government or private training agency.

e) The applicant should not exceed the minimum of 160 training weeks of service available to an individual under the terms of this program.

When the application is complete and all projected costs are shown by item and in total, the designated Program officer will submit the application, with a written recommendation based upon the applicant's past occupational training performances and future potential to the authorized program manager for action.

7.2 Approval of Application

The authorized program manager shall consider all information provided in the application.

a) If the application is approved then:

i) A financial commitment of the necessary funds shall be made.

ii) The applicant is informed of the decision.

iii) The Sending Counsellor is instructed to finalize the related administrative arrangements with the trainee.

b) If the application is refused, then:

i) The applicant is informed of the decision.

ii) The Sending Counsellor is requested to try to make other arrangements for the training of the applicant

iii) Information copies of refused applications shall be retained for evaluation and budgeting purposes.

7.3 Provision of Training Benefits

Based upon the approved application and the related financial commitment certificate, payments will be made to or on behalf of the trainee for provision of occupational skills training and support of the trainee. Training allowances and other trainee support allowances shall be paid to the trainee weekly unless other arrangements are made to the satisifaction of the trainee and the funding agency. The first training allowance payment shall be payable on the first day of active training. Other payments made on behalf of trainees may be made on the basis of administrative efficiency.

7.4 Responsibility of Trainees

Trainees receiving occupational training benefits under the terms of this program shall be responsible for satisfying the academic and other performance requirements of the training institution in which they are enrolled and for managing the training funds made available to them in a manner which ensures that all fees and personal expenses are paid when due.

7.5 Termination of Training Services

The funding agency may terminate occupational skills training services to a trainee who has demonstrated a lack of ability or willingness to meet the academic or financial management responsibilities which the trainee has accepted. If the personal circumstances of the trainee are such that further consideration is recommended by the trainee's counsellors, a subsequent application for Occupational Skills Training may be approved with special performance conditions.

8.0 COUNSELLING SERVICES

A trainee participating in this program can expect to have three sources of academic and general counselling available. Firstly, the counselling services enrolled in institutions of higher learning. The content of these services may vary in accordance with the policies and resources of the individual institutions. Secondly, the counselling services which are available to trainees in or near their home community. These services may be provided by a Band or Departmental employee, but in the description of the services in section (8.1) below, the counselling resources is referred to by the general term, "The Sending Counsellor". Thirdly, the counselling services which are provided in the community or locale of the institution of higher learning but are supplementary to the counselling services provided by the institution. These services may be provided by regular or contracted employees of Bands or the Department, but in the description of the services contained in section (8.2) below to by the general term "Teh Receiving Counsellor". Every effort will be made to select Sending and Receiving Counsellors who have the necessary professional qualifications augmented by linguistic skills and cultural awareness to facilitate the provisions of effective services to trainees.

8.1 General Functions of the "Sending Counsellor"

a) Ensuring that all potential applications are knowledgeable of the "Educational Assistance Program."

b) Discussing with eligible potential applicants the individual's interests and goals with a view to assisting the trainee to

relate these to a realistic academic achievement plan.

c) Ensuring that the trainee acquires full information about the programs of studies, which are consistent with the trainee's institutions of higher learning which may be approved under the terms of the Occupational Skills Training Program.

d) Assisting, if requested by the trainee in required procedures to acquire acceptance for registration in the selected skills program.

e) Assisting the trainee in completing the application forms for the Occupational Skills Training Program. This will include identifying all benefits to which the trainee is entitled.

f) Forwarding the trainee's completed application for assistance to the appropriate administrative officer of the funding agency for approval and financial action. Copy to the Band office of the trainee's home community.

g) Informing the appropriate Receiving Counsellor of the trainee's plans and ensuring that the trainee will contact the Receiving Counsellor and is aware of the services which the Receiving Counsellor is prepared to provide.

h) Assisting, if requested and required by the trainee, to make appropriate arrangements for travel for the trainee and dependents to the locale of the institution of higher learning.

i) Providing to the trainee information copies of documents of the funding agency which pertain specifically to that trainee or potential trainee.

j) All documents are confidential regarding the information on the trainees and will not be divulged to sources other than the trainee.

8.2 General Functions of the Receiving Counsellor

a) Ensuring that newly arrived trainees and their dependents receive required orientation services. These may include upon request of the trainee:

i) Location of suitable accommodation.

ii) Orientation of the trainee and dependents to the training

ii) institution and the larger community so that the trainee may promptly register and commence his or her studies and so that trainees and dependents may obtain necessary health and dental care, and the other services which are necessary to allow the trainee to achieve the goals of the program.

b) When required, to recommend to the Sending Counsellor that allowance for shelter, books, tutorial, travel, etc. be provided or adjusted for a trainee. This will include initiating any local administrative action which may be necessary in response to the Sending Counsellor's instructions or requests.

c) On the request of the trainee, ensuring that counselling or instructional programs related to banking, family budgeting, and money management are avaiable to trainees and dependents.

d) To complete and transmit all necessary statistical and other data to the appropriate responsibility centres.

e) Providing to the trainee information copies of data of the funding agency which pertain specifically to that trainee.

VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

A recent report on student aid presented to the Council of Ministers in Fredericton, New Brunswick made criticisms of present government assistance. According to an article in the Globe & Mail (28/1/81) the task force report concluded that students in need did not always receive sufficient funds because of arbitrary ceilings. The report criticized the use of arbitrary ceilings because they did not always reflect students' actual living costs. It noted failure to meet needs was highest among married students and single parents.

The report went on to say that the average student receives $364.00 less than he needs, largely because loans have lagged behind inflation. Furthermore these aid schemes have not increased over-all participation rates, nor participation by lower income or disadvantaged groups in post-secondary education.

The substance of the report is significant when it is compared to the PSEAP. The essence of Indian student complaints is the same. The time frames, the amounts of money and the restrictions imposed upon the students are arbitrary and unrealistic. It should be unnecessary to point to the discrepancy between general native income and living standards in comparison with the majority of the populace to emphasize that present PSEAP guidelines are generally unacceptable. If assistance for the average Canadian student is inadequate, then how much more so is the case for Indian students.

The recommendations which follow are intended to rectify the present funding insufficiencies and general weaknesses of the E-12 guidelines. Should these recommendations be adopted, those involved in the consultation process believe it will have gone a long way to increase post-secondary participation of the Indian people.

Executive Summary

The Ontario Indian Education Council with the co-operation and assistance of the Association of Iroquois and Allied Indians, Grand Council Treaty No. 3, Grand Council Treaty No. 9, and the Union of Ontario Indians undertook to consult the Indian people of Ontario on the proposed Post-Secondary Education Assistance Program guidelines. This report is the product of the consultation process.

The recommendations contained in the report are syntheses of various interactions, including interviews, workshops and historical analyses. There are a large number of recommendations, by each organization which have been collected into twenty-four recommendations reflecting the will of the Indian people. The nine general recommendations listed below are the major changes to the guidelines which should be implemented immediately.

1) The preamble to the guidelines should clearly stated that post-secondary education is a right and not a privilege, and that the federal government has a responsibility to fund Indian students in higher education.

2) There should be no residency requirement prior to being eligible for financial assistance. In addition there should be no financial constraints to attending foreign educational institutions.

3) The time permitted for funding in order to obtain any degree is too short. The minimum acceptable time period are those contained in the Ontario Indian position.

4) Students should not be required to submit records of performance in order to obtain funds. Acceptance by the university should be the sole criterion.

5) The determinants for the status of a student's dependents are too restrictive and consequently should be considerably broadened.

6) Descriptions of the functions of the Receiving and Sending Counsellor should be inserted into the revised E-12 guidelines.

7) It is recommended that the Occupational Skills Training Program be retained under non-discretionary education funding.

8) The number of training weeks in the OSTP be increased to 160.

9) Where recommendations are made concerning the E-12 guidelines and where these recommendations can also be applied to the OSTP guidelines, then they should have the force of recommendations on the OSTP guidelines.

Major Recommendations

A) That the Post Secondary Education Assistance Program and the Occupational Skills Training Program become one education program.

B) That this program become the official Ontario Indian Education Support Program (Chapter V).

C) That DIAND become engaged in Occupational Skills Training of Indian people on a full time basis.

Further Recommendations

The recommendations on the E-12 guidelines which follow represent the majority of the Indian organizations of Ontario. How these opinions were determined is described in the chapter on methodology.

1) It is recommended by unanimous agreement that a sentence be inserted into Paragraph A of the Preamble to the E-12 guidelines. The sentence should state unconditionally Post-Secondary Education is a right not a privilege.

2) Section 2.1 of the guidelines should have the following passage deleted "for not less than 12 months immediately prior to the date of applications unless an absence from Canada was necessary for personal, medical, employment or education reasons".

3) It is recommended Section 2.2 paragraph A should be altered to read as follows: "The applicant has attained university, college, or vocational entrance requirements and has been accepted by an accredited Educational Institution".

4) In line with post-secondary education as a right, Section 2.4 should be deleted.

5) Confidentiality between the university and the student is paramount. Acceptance of the latter by the former should be the only criterion necessary. Section 2.5 should be deleted.

6) Section 3.1 is inconsistent with the concept of education as a right by subordinating federal funding responsibility to other alternatives. The section should explicitly recognize federal responsibility as a source of first-funding irrespective of other income.

7) Time factor should be determined by the student's needs to complete the program chosen and/or the course length. However minimum acceptable time are the following

periods.

A) Community College, CEGEP
42 student months (168 student weeks)

B) Bachelor's Degree or Equivalent
42 student months (168 student weeks)

C) Honors Bachelor Degree or Equivalent
63 student months (252 student weeks)

D) Master's Degree or Equivalent
32 student months (126 student weeks)

E) Doctorate or Equivalent
32 student months (126 student weeks)

TOTAL 113 student months (450 student weeks)

All times indicated in subsequent sections and paragraphs of the E-12 shall correspond to the time limits indicated above.

8) A part-time student should be determined as follows: "partial student' should be considered as using two student months for each full credit course for which the student has received assistance". The foregoing should replace the second paragraph of Section 4.3

9) Section 4.5 time frame should be changed to read "total educational support provided to an individual student shall be determined by the band council in consultation with the education authority.

10) It is recommended that the figures in Section 5.1 be changed to read "less than $5,000" with respect to both the spouse and the children.

11) "Partial Students" should receive funding for the following: tuition, special clothing and equipment, books and supplies, special tutorial assistance, and child care. Students will receive training allowance under extraordinary circumstances.

12) It is recommended Section 6.2 read as follows:
All students and dependents are eligible for special shelter allowance.

a) When it is necessary for a student, in order to reside in the locale of the institute of higher learning, to rent accommodation for which the cost exceeds 25% of the total alloted allowance to compensary special shelter allowance is provided.

b) The special shelter allowance is equal to the difference between the actual cost of the necessary accommodation and 25% of the total of the alloted allowance of the student.

c) Allowances paid to students vary according to the number of the student's dependents and whether it is necessary for the student to live away from home to attend university or college, etc.

d) If the student is the owner of the accommodation an amount equivalent to (c) above, will be negotiated in lieu of rental and related costs.

e) The student is eligible for the Special Shelter Allowance when the Receiving and Sending Counsellors have received information as to the selection of the accommodation based on the needs of the students and dependents and the availability of suitable and economical accommodation in the locale of the educational institute.

Section 6.2 (F) should be deleted.

13) Section 6.4 A should stipulate that travel costs will cover the student from his usual place of residence to the Canadian or non-Canadian Educational Institute which offers the program of the studies he has chosen.

14) Section 6.4 C should be altered to read as follows:
"Students attending education programs during periods of times which include Christmas holidays, will be

provided with return transportation for both themselves and their dependents to their home community". All else in said paragraph should be deleted.

15) Section 7.3 A, B, C, and Section 7.4 A, B, should have their time allotments changed to 32 months or 126 weeks for each paragraph of both sections.

16) In the second paragraph of Section 8.1 should have "and resident of Canada" deleted. In the same paragraph "if available" should be inserted after "and the courses".

17) It is recommended that Section 8.4 B be deleted.

18) The appeal process as detailed in Section 9.2 paragraph (A) should have "the nearest available secondary school principal, or designate" deleted from the wording. The alternative Appeal Board member would be a representative of the Regional Indian Association or a Counsellor selected by the student.

19) It is recommended that paragraphs detailing the general functions of the Sending Counsellor and the general functions of the Reciving Counsellor be inserted in the revised guidelines.

The recommendations on the Occupational Skills Training Program which follow represent the majority opinion of the Indian organizations of Ontario. How these opinions were determined is described in the chapter on methodology.

1) It was strongly agreed and recommended that the OSTP be <u>retained</u> under the non-discretionary education funding as opposed to eonomic development.

2) It was recommended that Section 2.5 1-A be deleted.

3) In Section 4.1 dependents should be classified as such where annual gross earnings of same are less than $5,000.00.

4) Section 5, paragraph (a) should read as follows: "Canadian training shall be paid on behalf of the trainee".

5) It is recommended that in the second paragraph of Section 7.5 the maximum allowable number of training weeks be increased to 160 from 104.

Further to these specific recommendations, there was a general consensus that where there was an overlapping of guidelines in the proposals, that recommendations made on the E-12 should also apply equally to the OSTP. Thus the recommendation to drop the 12 month residency requirement in the E-12 also applies to Section 2.1 of the OSTP.

VI

APPENDIX

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UNION OF ONTARIO INDIANS

Researchar Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
A	The Word Assistance	add; Counselling Support	Change word: assistance to Support	
B	No Change		Change throughout the draft of the Post-Secondary Education Program	

COMMENTS:

12.

12. WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
1.0	Same as Education 12			
1.1	No Change Required			

COMMENTS:

123

12.1

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF Clifford McGregor

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Aadrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
1.2	Delete Word Reasonable and Change to all ; Costs;			Students should have the final choice of the institution they wish to attend, and they should not be rquired to contribute to his or her education.
1.3		1.3 (c) add private institutions		

COMMENTS:

Provision should be made for an exceptionally smart student to attend a private learning institution where he or she can attain a more diversified education program.

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF Clifford Nicholas

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Band
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
1.4			No Change Same as Education Circular 12	
1.5			No. Change Same as Education Circular E 12	

COMMENTS:

127

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO. 125

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
2.0			No. Change	
2.1	Delete the words 12 Months			If the person is a reg. Canadian Indian then they should be eligible for education support.

COMMENTS:

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF Clifford Mahrisal

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

12.

13

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
2.2	Delete this section			A letter of final acceptance should be all that is needed for education support for an indian student to a registered College or University.
2.3			No. Change	

COMMENTS:

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF Clifford McCue

IN SUPPORT OF B.C.R. NO. 132

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

13.

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Band
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
2.4	Delete Entirely			A Student should not be required to contribute to his or her education
2.5	Delete Entirely			A letter from the sending counsellor to the Dept. Head requesting a letter showing the students progress should be all th that is necessary.

COMMENTS:

134

WITNESS:

DATE: December 9/80

13.

SIGNATURE OF CHIEF Clifford Labrador

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
2.6	This section would be in order if funds would be guaranteed and non-discretionary. Otherwise Delete Entirely Delete Section (A) of 2.6			
3.1	No Change			Band Council Resolution should be all that is required.

COMMENTS:

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

135

13

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
From Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
3.2			No Change this section in order	
3.3			No change this section in order	

COMMENTS:

WITNESS:

DATE: Dec mber 9/80

SIGNATURS OF CHIEF Clifford Nadjiwon

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASON
4.0			No Change	
4.1			No Change a difinition of a student week.	

COMMENTS:

13.0

14.0

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researchar Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
4.2	The Students months have been reducaed from the Education Cifcular E 12		Keep the students months from the original Educat Circular E 12	This will allow for a on student to change career goal,also tis will allow a student with less than average achievement level to succeed,in any event the institution will recommend a course of action
4.3			Part time or full time students should be classified by the instit ution.	
4.4			No. Change	

COMMENTS:

11. 142

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGE	REASON
4.5	Delete Entirely			Should the limits of the Education Circular be kept then section would not apply
5.0				
5.1			Change the limits to $5000.00 from the figure of $2000.00	
5.2			No Change to this section	

COMMENTS:

113

114

WITNESS:

DATE: December 9/80

SIGNATURE OF CHIEF Clifford Wilson

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

RE: December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
6.0				
6.1	Delete part ;C; of 6.1			This section contrdicts Section 3.3 of 3.0 for this reason it should be eliminqted.
6.2			No Change to this section	
6.3			No Change to this section	What happens to students who transfer from one institution to another and who does not recognize credits of one another.

COMMENTS:

14

WITNESS:

IN SUPPORT OF B.C.R. NO. 146

DATE: December 9/80

BY AUTHORITE OF CHIEF & COUNCIL

SIGNATURE OF CHIEF

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
6.4	Delete 6.4(C)			Provision should also be made for students with dependents, to travel to their home community.
6.4 (E)		Receiving and sending counsellor should have the authority to approve for deaths, illness and other exceptional circumstanses		
6.5			No Change to this section	
6.6		There should be a limit on the amount of books and supplies that a student can purchase in one school	year	A supplement could be provided when there is a need.

COMMENTS:

14.

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researchar Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	AUDITIONS	CHANGES	REASONS
6.7			No Change to this section	
6.8			No Change to this section	
7.0			No Change to this section	
7.1			No Change to this section	

COMMENTS:

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

14.0

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DT: December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
7.2			Change back to section 7.2 of the old Education Circular E12	To ensure that the student can maintain an established standard of living.
7.3			No change to this section	
7.4			No. change to this section	

COMMENTS:

152

15

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF Clifford Nelson

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
8.0				
8.1	Delete the second part of the second paragraph where it says;The applicant;			Actual course selection is done after acceptance of a student into College or University.And further tha a letter of acceptance should all that is required.

COMMENTS:

153

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF Richard Mathews

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
8.2	Delete this section		Payment of Student Allowance should be set by the sending or recieving counsellor	Students would not or could not budget his or her money if the money were to be given in two lump payments. Payments should be at least bi-weekly
8.3			No Change in this section.	
8.4	Delete part B of this section.			Recommanded use of old Education Circular E12
8.5			No Change to this section	limits.

COMMENTS:

150

150

WITNESS:

DATE: December 9/80

SIGNATURS OF CHIEF Clifford Nelson

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
9.0				
9.1				
9.2	Delete the words secondary school Principal		No Change to this section	
9.3				We cannot see the reasoning behind having the School Principal on an appeal board.
9.4			No Change to this section.	
			No change to this section.	

COMMENTS:

15.

WITNESS:

DATE: December 9,80

SIGNATURS OF CHIEF Clifford McDonald

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake
Interviewee _____

DATE december 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
1.3	Delete			Full or part time should be up to the College or University
2.1	12 month residence clause			registered Canadian Indian should be sufficient
2.2			Six month waiting period should be sufficient	
2.5	delete condition A	If funds are guaranteed and non-discretionary		condition is sufficient

COMMENTS:

WITNESS: _____

DATE: _____

SIGNATURE OF CHIEF Clifford Nelson

IN SUPPORT OF B.C.R. NO. _____

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

15.0

15.0

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
and Golden Lake
Interviewee _____

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
3.1			Change to 160 weeks	should include upgrading
3.2	delete			full or part time should be up to the College pr University
4.4			Change $2000.00 to $5000.00	more reasonable
5.0 (a)	or as a grant to		;shall;instead of amy	counsellor should assume the responsibility of paying of fees

COMMENTS:

The Council and the Chief of the Golden Lake Band are in total disaggrement with the intent of the Department of Indian and Northern Affiars to move the Occupational Skills Program out of the Education Program and into the Economic Development Program.

162

WITNESS: _____

DATE: _____

16. SIGNATURE OF CHIEF Clifford McIsaac

IN SUPPORT OF B.C.R. NO. _____

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
5.0 (b)	Delete from the words ;The Aggregate; to the end			It is sometimes to the advantage of the student to the have the training on Reserve if it is possible. Trainee plus the counsellor should decide on the best training institution to serve his or her needs
5.0 (C)	Delete from the words ;The aggregate; to the end			
5.0 (d)	delete			
6.1 (c)	delete			

COMMENTS:

WITNESS:

DATE:

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

15.

15.

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UNION OF ONTARIO INDIANS

Researcher Andrew Lavalley
Area Southeast
Band Golden Lake Ont.
Interviewee

DATE December 9/80

ITEM	DELETIONS	ADDITIONS	CHANGES	REASONS
6.3	Delete (e)			Travel should be provided o the trainee for Christma
7. (d)	Delete			eligibility is covered in 7.1 (a) and 2.3
7.5			Change tis section to read 160 weeks	

COMMENTS:

An appeal similiar to the new revised Post-Secondary Education Assistance Program

153

WITNESS:

DATE:

SIGNATURE OF CHIEF

IN SUPPORT OF B.C.R. NO.

BY AUTHORITY OF CHIEF & COUNCIL

OF RESERVE/BAND Algonkian Golden Lake Band

153

Chronological No. – Numéro consécutif

File Reference – Nº de réf. du dossier

Indian and Northern Affairs – Affaires indiennes et du Nord

BAND COUNCIL RESOLUTION
RÉSOLUTION DE CONSEIL DE BANDE

NOTE The words "From our Band Funds" "Capital" or "Revenue", which ever is the case, must appear in all resolutions requesting expenditures from Band Funds

NOTA Les mots "des fonds de notre bande" "Capital" ou revenu" selon le cas doivent paraître dans toutes les resolutions portant sur des dépenses à même les fonds des bandes

THE COUNCIL OF THE
LE CONSEIL DE LA BANDE INDIENNE Algonkian Golden Lake Band

AGENCY
DISTRICT Peterborough

PROVINCE Ontario

PLACE
NOM DE L'ENDROIT Golden Lake

DATE 08 (DAY – JOUR) 12 (MONTH – MOIS) AD 19 80 (YEAR – ANNÉE)

Current Capital Balance
Solde de capital $

Committed – *Engagé* $

Current Revenue balance
Solde de revenu $

Committed – *Engagé* $

DO HEREBY RESOLVE:
DÉCIDE, PAR LES PRÉSENTES:

;That we the Algonkian Golden Lake Band Council agree to the attached recommended changes to the Post-Secondary Education Assistance Program (E12) and that we also agree to have the Union of Ontario Indians act on our benalf to implement the recommended changes with Indian and Northern Affairs;

A quorum for this Band
Pour cette bande le quorum est

consists of
fixé à 3

Council Members
Membres du Conseil

(Chief – Chef)

(Councillor – conseiller) (Councillor – conseiller) (Councillor – conseiller)

(Councillor – conseiller) (Councillor – conseiller) (Councillor – conseiller)

(Councillor – conseiller) (Councillor – conseiller) (Councillor – conseiller)

(Councillor – conseiller) (Councillor – conseiller) (Councillor – conseiller)

FOR DEPARTMENTAL USE ONLY – *RÉSERVÉ AU MINISTÈRE*

1. Band Fund Code / *Code du compte de bande*	2. COMPUTER BALANCES – *SOLDES D'ORDINATEUR* A. Capital $	B. Revenue – *Revenu* $	3. Expenditure / *Dépenses* $	4. Authority – *Autorité* Indian Act Sec / *Art. de la Loi sur les Indiens*	5. Source of Funds / *Source des fonds* ☐ Capital ☐ Revenue / *Revenu*

6. Recommended – *Recommandée*

Date Recommending Officer – *Recommandé par*

Approved – *Approuvée*

Date Approving Officer – *Approuvé par*

A 135 (3-74) 7530-21-023-4662

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Chronological No. – Numéro consécutif

File Reference – Vº de réf. du dossier

Indian and Northern Affairs – Affaires indiennes et du Nord

BAND COUNCIL RESOLUTION
RÉSOLUTION DE CONSEIL DE BANDE

NOTE: The words "From our Band Funds" "Capital" or "Revenue" which ever is the case, must appear in all resolutions requesting expenditures from Band Funds

NOTA: Les mots "des fonds de notre bande" "Capital" ou revenu" selon le cas doivent paraître dans toutes les résolutions portant sur des dépenses à même les fonds des bandes

THE COUNCIL OF THE / *LE CONSEIL DE LA BANDE INDIENNE* Algonkian Golden Lake Band

AGENCY / DISTRICT: Peterborough

PROVINCE: Ontario,

PLACE / *NOM DE L'ENDROIT*: Golden Lake

DATE: 08 (DAY – JOUR) 12 (MONTH – MOIS) AD 19 80 (YEAR – ANNÉE)

Current Capital Balance / *Solde de capital* $

Committed – *Engagé* $

Current Revenue balance / *Solde de revenu* $

Committed – *Engagé* $

DO HEREBY RESOLVE:
DÉCIDE, PAR LES PRÉSENTES:

;That we the Algonkian Golden Band Council agree to the attached recommended changes to the Occupational Skills Training Program and we recommend very strongly that the Occupational Skills Training Program remain within the Post-Secondary Education Assistance Program.
We also agree to have the Union of Ontario Indians act on our behalf to implement the recommended changes with the Department of Indian and Northern Affairs.

A quorum for this Band / *Pour cette bande le quorum est* consists of / *fixé à* Council Members / *Membres du Conseil*

(Chief – Chef)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

(Councillor – conseiller)

FOR DEPARTMENTAL USE ONLY – *RÉSERVÉ AU MINISTÈRE*

1. Band Fund Code / Code du compte de bande	2. COMPUTER BALANCES – *SOLDES D'ORDINATEUR* A. Capital $	B. Revenue – *Revenu* $	3. Expenditure / Dépenses $	4. Authority – *Autorité* Indian Act Sec / *Art. de la Loi sur les Indiens*	5. Source of Funds / *Source des fonds* ☐ Capital ☐ Revenue / *Revenu*

6. Recommended – *Recommandée*

Date

Recommending Officer – *Recommandé par*

Approved – *Approuvée*

Date

Approving Officer – *Approuvé par*

A-139 (3-74) 1980-81-033-4008

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Indian and Northern Affairs Canada / Affaires indiennes et du Nord Canada

55 St. Clair Avenue East
Toronto, Ontario
M4T 2P8

October 23, 1980

Your file / Votre référence

Our file / Notre référence 401/25-1 (E)

Ontario Indian Education Council
Ste. A2, 22 College St.
Toronto, Ontario
M5G 1K2

Dear Sirs:

Further to my discussion of October 22, 1980 with Gordon Peters and Donna Whetung, this is to confirm the request I presented at that time regarding a consultation proposal for revised draft of E12 and a draft of an Occupational Skill Development Training guideline, both of which were presented by headquarters staff for discussion and consultation purposes by the Indian people.

It would be appreciated if the council, in total, would prepare a proposal for presentation to the Director-General - Ontario Region, which would provide a consultation mechanism on these two documents and cover the following situations:

1) provide a process or plan to be implemented and carried out under the direction of the Ontario Indian Education Council which would:

   a) utilize whatever existing resources are available, including DIAND staff;

   b) provide for consultation with bands, continuing education students, and the OIEC;

   c) provide a budget breakdown of requirements to implement the process;

   d) provide for the Director of Education a brief outline of the plan during the Education Management Meeting in Peterborough, to meet headquarters' requirements;

   e) suggest how the 1,000 available copies of each document might best be distributed;

..../2

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g) provide a target date in accordance with our discussion for the completion of the consultation and summary documents;

2) ensure the plan meets with the support of All Chiefs of Ontario;

3) present the plan to the Director-General and staff at regional office.

I hope these points cover the areas discussed and provide you with the guidance required. I will make myself available at any time to assist with any concerns you may have, or questions that may arise during your planning sessions.

Your cooperation and assistance in this matter is very much appreciated and I look forward to our continuing discussions in responding to the wishes of headquarters.

Yours sincerely,

G.A. Mullin
Director of Education
Ontario Region

cc: Director-General, Ontario Region
Director of Operations, Ontario Region